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ABSTRACT

The 1970-71 report for the Texas Child Migrant Program evaluates: participants; pupil personnel services; age-grade discrepancy; participation in major emphasis areas; parental involvement; migrant program personnel; summer institutes; staff development; the impact of Title I Elementary and Secondary Education Act (ESEA) Migrant Funds upon pupils in 20 extended day program; dropouts; graduate follow-up study of migrant children; child migrant preschool program; and the Texas Summer Child Migrant Program. The study of the ESEA program tries to determine if the efforts resulted in increased achievement as measured by standardized achievement tests. Major program objectives are to promote fluency in oral English and to raise reading comprehension levels. The study evaluation includes findings for grades 2-8 and summary analyses of standardized test scores for reading, language, and mathematics. Overall recommendations for the entire Texas program are that, during FY 72, all school districts should implement a comprehensive Parental Involvement Program; that institutions not willing to evaluate summer staff development activities should not be funded by ESEA; and that a special study be implemented to determine an adequate measure of migrant students' development. (KM)

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ANNUAL EVALUATION REPORT

FOR

TEXAS CHILD MIGRANT PROGRAM

1970-71

Prepared by
Division of Assessment and Evaluation
Texas Education Agency

November 1971

RC007516

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local education agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

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INTRODUCTION AND RECOMMENDATIONS

The objectives of Title I Migrant of the Elementary and Secondary Education Act of 1965 at a national level have been stated only in broad, general terms. Only from the law itself (PL 89-10), and subsequent discussions and regulations preceding the law, can inferences be made about what kinds of pupil behaviors are expected for such a sizable investment. From the tone of debate surrounding federal aid to education, we can assume that no federal legislation affecting education would prescribe the activities and instructional objectives of local schools. The Texas Education Agency has assumed the attitude that the local school districts understand better the needs of migrant children in their districts and should be the ones to develop instructional objectives for their students. Grants are approved by the State Agency based on the probability of success of these objectives as they relate to broader state-wide objectives.

According to the examination of the legislation, the Texas Education Agency Guidelines, and applications from local school districts, the primary instructional objectives for migrant children are:

1. To produce fluency in the oral English language;
2. To raise the reading comprehension level of migrant children.

The purpose of data analysis included in this report is to show state-wide impact on migrant children with respect to the two broad objectives listed above.

Strategies for Achieving the Objectives

The Title I Migrant Program has taken its character in part from its broad objectives but also from the explicit and implicit strategies for achieving them as seen from the point of view of the Texas Education Agency. The sources of these strategies are the guidelines:

1. A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children;
2. The Administrative Guide for Programs for the Education of Migrant Children.

Two general supporting strategies for achieving the broad Title I objectives emerge from a study of these guidelines:

1. To allocate monies to local education agencies for the improvement and expansion of services for socially and educationally deprived migrant children, which will bring about desirable changes in:
    a. the necessities for instruction (facilities, pupil health, etc.);
    b. personnel who provide instruction;
    c. materials for instruction;
2. An organizational structure for instruction of migrant children.

In order to achieve maximum benefits of the previously stated strategies, the following recommendations should be given careful consideration.

Recommendations

The 95 public schools operating migrant programs need more assistance in assessing the needs of migrant children. This assumption is made after examining the large number of overage students by grade level, job entry information of migrant graduates, and the increasing percentage of dropouts. These data indicate that a large number of migrant children are participating in traditional academic programs not correlated to their needs. The state program managers and local school districts should consider the following recommendations:

- Training should be provided to local school districts in the use of new instruments and modern techniques for assessing pupil needs;
- Restructuring of the traditional academic program for potential terminal students should be continued by providing for his immediate needs--namely, technological and occupational education.

There is little evidence reported to the Texas Education Agency to indicate that an effective parental involvement program is operating in the migrant program. It is recommended that:

- During FY 72, all school districts implement a comprehensive Parental Involvement Program according to the guidelines developed by the Division of Migrant and Preschool Programs.

As pointed out in the body of this report, staff development activities have contributed much to the competencies and skills of migrant personnel. However, summer institutes are still being conducted in the traditional sense by offering college credit approved courses of study or conducting activities which appear shallow in content. In some instances, these summer institutes are conducted with little preplanning and no evaluation. It is recommended that:

- An institution which is not willing to conduct an evaluation of its summer staff development activities in a comprehensive and timely manner should not be funded from ESEA, Title I.

One of the major limitations in the use of standardized tests for measurement of student behavior changes in the migrant program is the lack of correlation of these instruments to major objectives of the program. If the assumption can be made that one of the vital thrusts of programs using Title I funds is to change the oral language facility of migrant children, then it can be stated that this objective is not being measured and we have no evaluative data to show how children perform after receiving language instruction. Other areas, such as reading and math, are being measured by the use of standardized normed reference tests. Testing companies maintain that standardized tests are nationally representative of the kinds of curriculum and ethnicity one would find in the average classroom. The classroom, in which the migrant child receives his instructions in reading and math, is in most instances

not an average classroom. Therefore, these standardized tests, when applied to Mexican American children, may not be valid. It is recommended that:

- A special study be implemented to determine an adequate measure of migrant students' development. This study should not be limited exclusively to oral language development but should consider the areas of reading, math, and science.

PARTICIPANTS

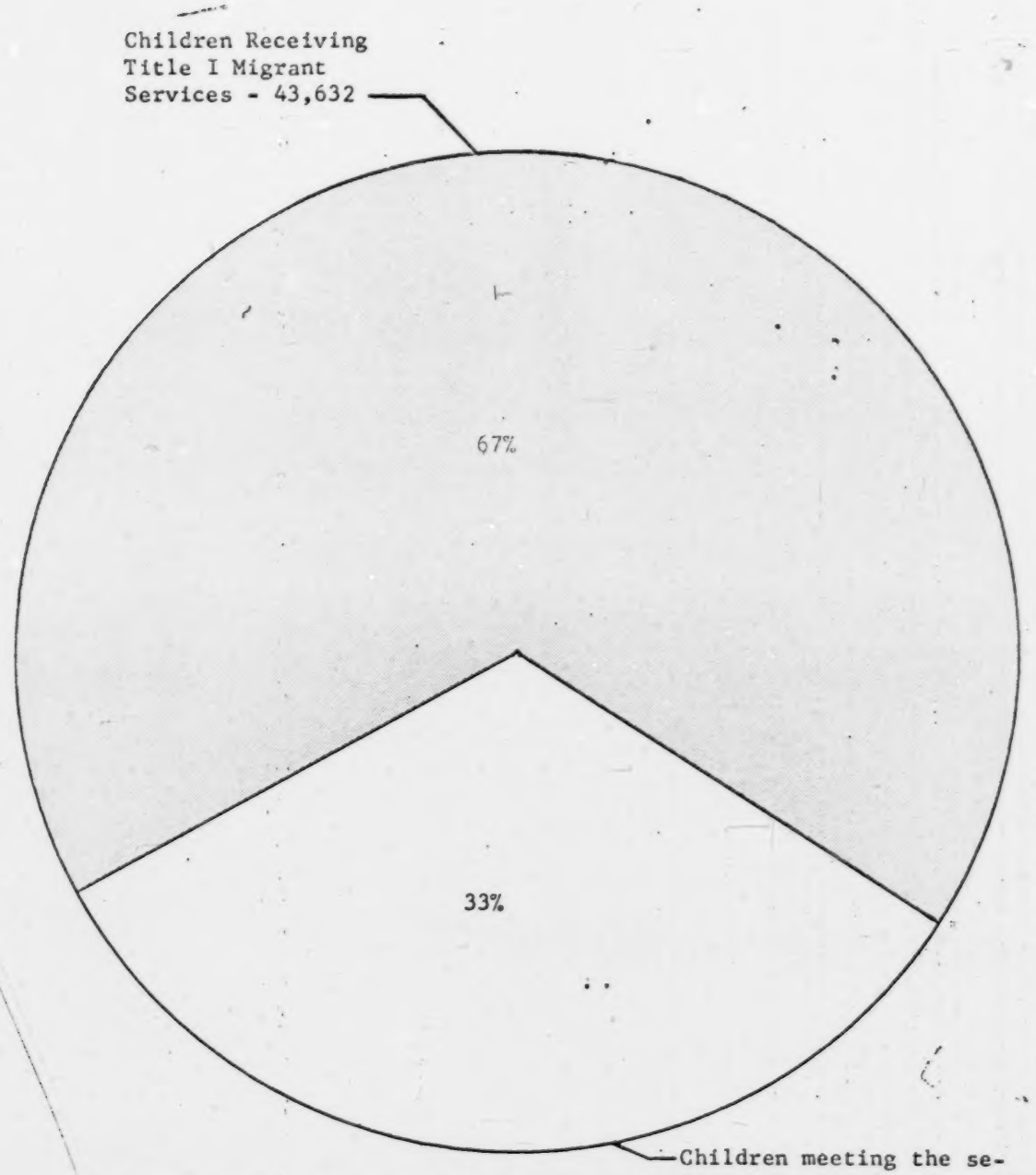
Approximately 98 percent of the ethnic makeup of the migrant population is Mexican American.

Figure 1 shows a comparison of a percent of identified migrant children receiving services with those children who qualified for but could not be served because of an insufficient number of migrants in the district to justify program operation. According to Figure 1, 67 percent or 43,632 of the total identified migrant children are receiving services. This represents an increase of 6,584 children in comparison with the FY 70 migrant program. The increased number of migrant children served is reported in Graph 1, "Participation Trends," while Graph 2, "Participation by Districts," indicates a corresponding rise in the number of districts providing a program for these children.

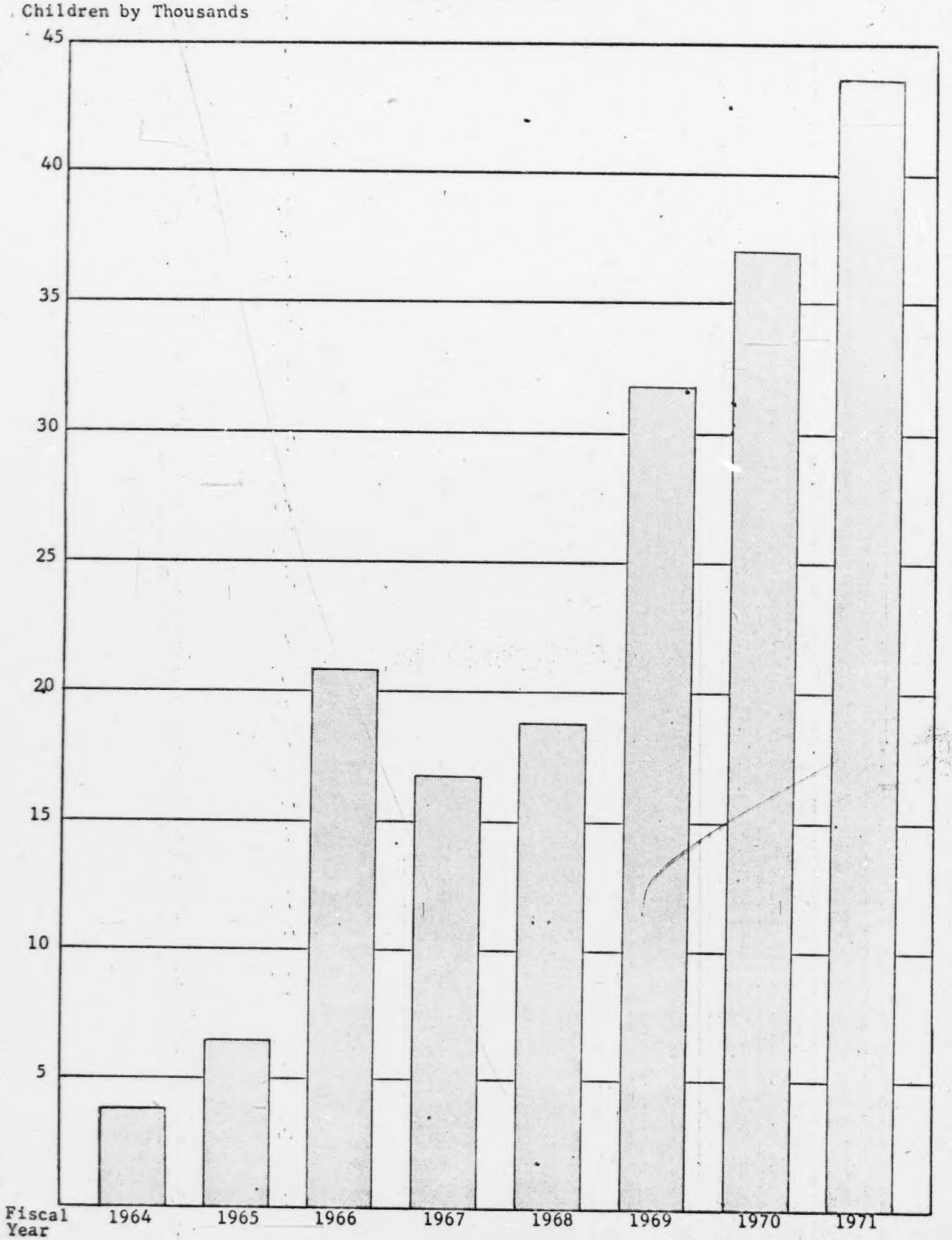
These statistics reflect the increasing role of the State Department

FIGURE 1

PARTICIPATION IN TITLE I
MIGRANT PROGRAM

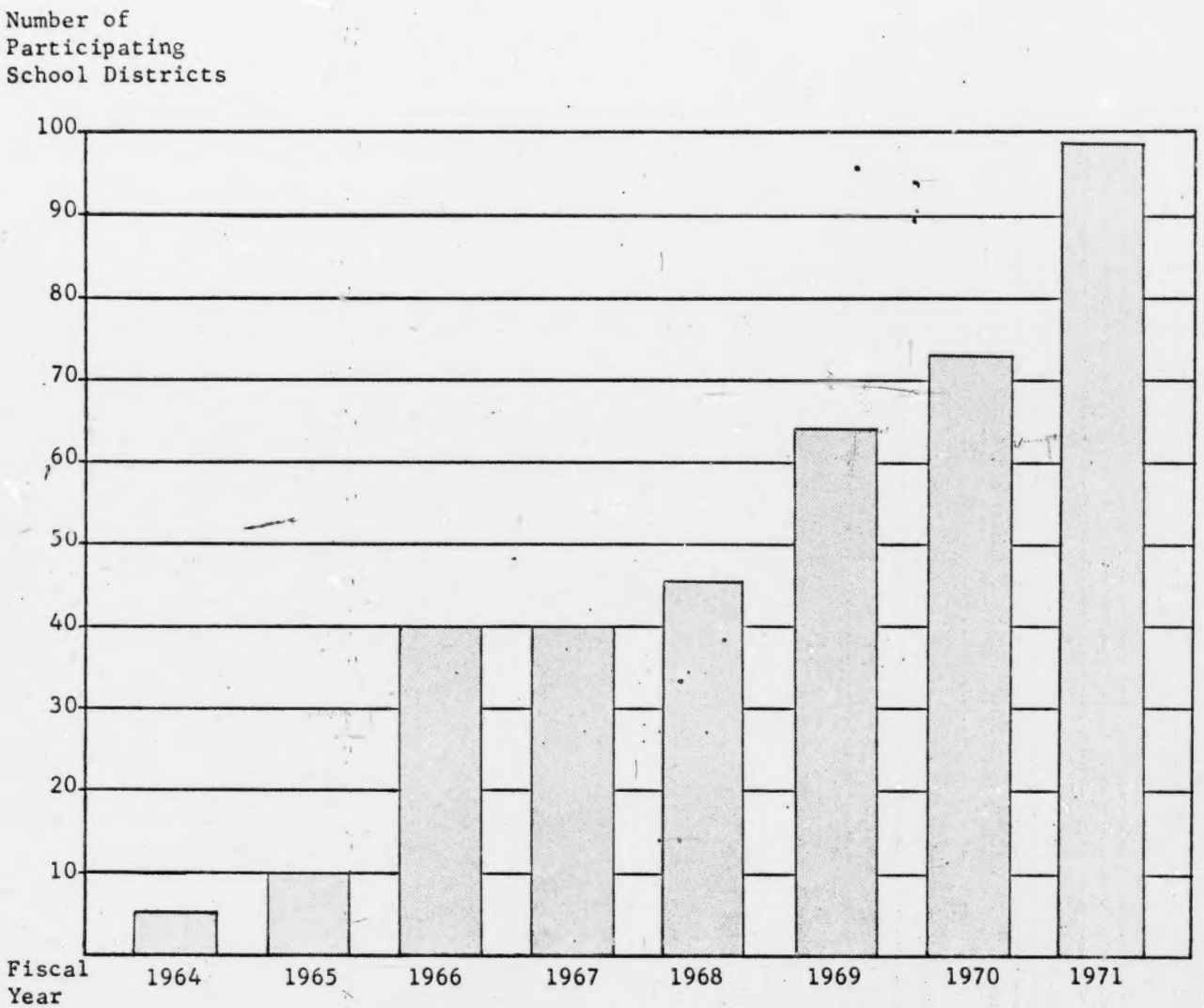

Children Receiving Title I Migrant Services - 43,632
67%
33%
Children meeting the selection criteria who could not be served because of insufficent number to merit a program in a school district - 21,432
Children Qualifying For Title I Migrant Services - 65,064 as reported on the Consolidated Application for State and Federal Assistance

GRAPH 1
PARTICIPATION TRENDS



GRAPH 2

PARTICIPATION OF DISTRICTS



of Education in providing adequate consultative services for local school districts. For example, evaluation of the migrant program in FY 67 included 45 school districts serving 25,000 migrant children. Presently, as Graphs 1 and 2 show, there are 98 districts providing services for 43,632 migrant children. The projection for district and pupil participation for FY 72 is 110 districts and 55,000 children.

Accompanying the increase in number of local education agencies and program participants in migrant education, since FY 67, are additional program components requiring evaluation. Some of these are:

- Summer Institutes
- Annual Migrant Workshop
- The West Texas Migrant Workshop
- Education Service Center Components
- Interstate Cooperation Project
- Summer School Programs for Migrants

In these rapid growth programs, one should keep in mind that the Texas Education Agency must maintain a staff growth stance in proportion to increased local education agencies' operations in order to meet increasing demands for accountability.

PUPIL PERSONNEL SERVICES

One of the supporting strategies of the migrant program is a network of pupil personnel services, both in school and out of school.

The emphases of these services will enable a migrant child to arrive in the classroom setting well-fed, well-clothed, in good physical condition, and free of sociological and psychological barriers. Thus, the pupil personnel services have as their charge to deliver to the learning environment as healthy a migrant child as resources may allow.

Table 1 displays numbers of participants from the 78 districts which operate a regular term migrant program. The cost of delivering these services to migrant children in these districts totaled $1,211,344. Of this amount, $659,622 was provided by Title I, ESEA Migrant funding; $147,304 through local sources; $277,778 through state sources; and $126,640 by Title I, ESEA Regular.

Table 2 displays numbers of participants from the 20 districts which operate a seven-months migrant program. The cost of delivering these services to migrant children in these districts totaled $1,433.451. Of this amount, $963,479 was provided by Title I, ESEA Migrant funding; $64,516 through local sources; $228,830 through state sources; $109,398 by Title I, ESEA Regular; and $67,228 through other federal sources.

Graph 3 shows the percentage of the total number of migrant children receiving pupil personnel services in the regular migrant program in comparison with the seven-months program. According to these data, the regular program provides a higher percentage of the following services: clothing, fees, and dental screening. In both programs, a significant percentage of the total 43,632

TABLE 1

PUPIL PARTICIPATION IN PUPIL PERSONNEL SERVICE AREAS FOR
78 REGULAR MIGRANT SCHOOL DISTRICTS

GRADE SPAN	SOCIAL SERVICES	CLOTHING	TRANSPORTATION	FEES	GUIDANCE & COUNSELING	PSYCHOLOGICAL SERVICES
Pre Kinder-garten	60	12			36	4
Kindergarten	561	353	270	219	412	85
1 - 6	4,921	2,618	4,036	1,506	4,236	711
7-12	1,439	451	1,103	302	1,364	184
Ungraded El. & Sec.	20	4			10	
Special Education	117	79	59	54	85	65
Total	7,118	3,517	5,468	2,081	6,143	1,049

GRADE SPAN	FOOD			DENTAL		MEDICAL	
	Breakfast	Snack	Lunch	Screening	Referrals	Screening	Referrals
Pre Kinder-garten		45	45	12	2	45	35
Kindergarten	507	685	1,062	1,021	273	970	357
1 - 6	1,583	2,098	8,481	6,686	1,404	7,279	1,640
7 - 12	109	311	1,759	1,214	201	1,567	334
Ungraded El. & Sec.							
Special Education	6	4	89	110	28	135	37
Total	2,205	3,143	11,436	9,043	1,908	9,996	2,403

TABLE 2

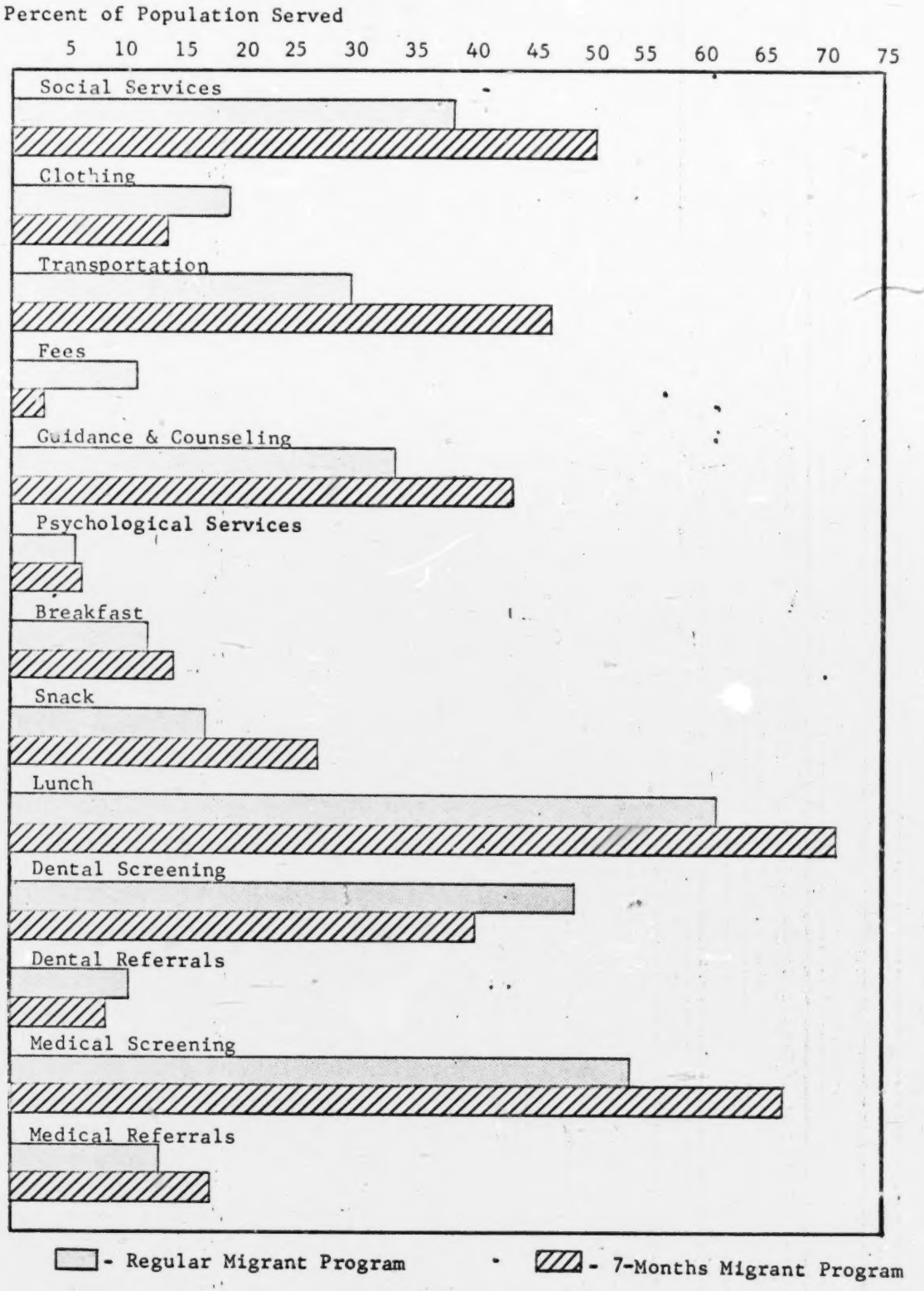
PUPIL PARTICIPATION IN PUPIL PERSONNEL SERVICE AREAS
FOR 20 SEVEN-MONTHS MIGRANT SCHOOL DISTRICTS

GRADE SPAN	SOCIAL SERVICES	CLOTHING	TRANSPORTATION	FEES	GUIDANCE & COUNSELING	PSYCHOLOGICAL SERVICES
Pre Kinder-garten			62			
Kindergarten	1,098	441	1,544	22	612	60
1 - 6	8,191	2,410	7,032	612	5,148	1,262
7 - 12	2,904	441	2,590	33	4,395	210
Ungraded El. & Sec.	187	4	336		511	8
Special Education	114	19	83		86	43
Total	12,494	3,315	11,647	667	10,752	1,583

GRADE SPAN	FOOD			DENTAL		MEDICAL	
	Breakfast	Snack	Lunch	Screening	Referrals	Screening	Referrals
Pre Kinder-garten	95		95	95	21	95	45
Kindergarten	348	1,726	1,789	1,657	434	1,790	840
1 - 6	2,087	3,168	11,408	6,280	1,137	10,288	2,684
7 - 12	897	447	4,001	1,730	408	3,800	677
Ungraded El. & Sec.			291	91	32	540	7
Special Education	32	6	75	96	17	95	28
Total	3,459	5,347	17,659	9,949	2,049	16,608	4,281

GRAPH 3

PUPIL PERSONNEL SERVICES PROVIDED



migrant children are provided Medical and Dental Screening, Lunch, Guidance and Counseling Services, Transportation, and Social Services. The information on school dropouts substantiates the positive effect of pupil personnel services in that we have a low percentage of migrant children who drop out for medical, health or psychological reasons.

Community involvement has been one of the strategies local districts have been encouraged to use because it presents a comprehensive array of local resources which can be used in meeting the needs of migrant children. The Division of Migrant Education has encouraged districts to involve community service organizations in providing these services, thereby stretching ESEA Title I Migrant funds further in providing more classroom treatment and less paraprofessional treatment. Table 3 shows the number of participants by types of services and the number of organizations which sponsored these pupil personnel services.

AGE/GRADE DISCREPANCY

Graph 4 portrays the percent of overage migrants by grade level for the total number of participants in the migrant program. The graph also shows a comparison between FY 70 and FY 71 overage migrants by grade level. According to these data, the longer a migrant child stays in school, the more likely he is to be overage for his grade level. As a matter of fact, within the first three grades, it appears that 36 percent of migrant children are

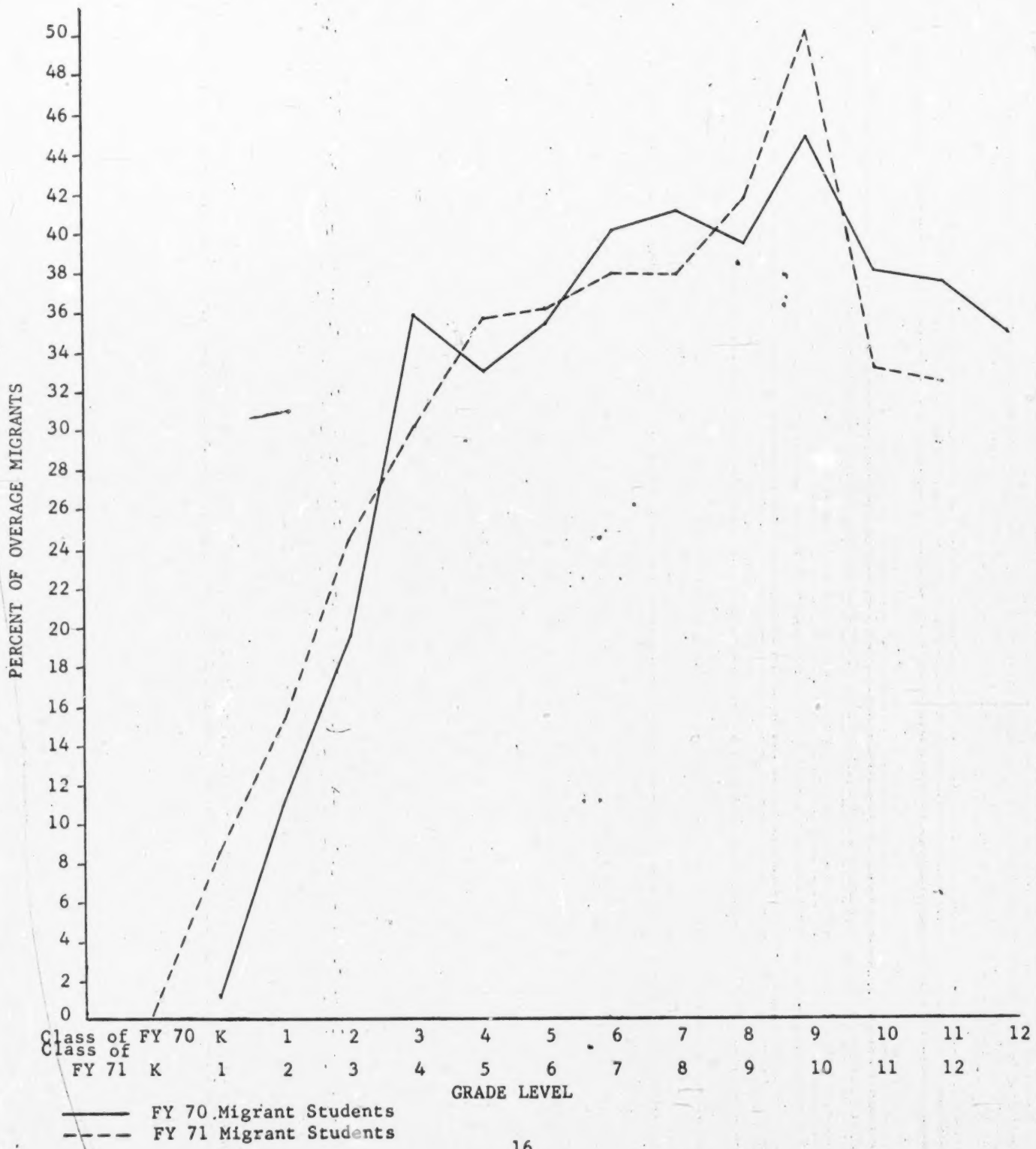
TABLE 3

A COMPARISON OF SERVICES PROVIDED IN FY 70 AND FY 71 TO MIGRANT CHILDREN BY AGENTS OUTSIDE THE LOCAL SCHOOL DISTRICTS

SERVICES	1969-70		1970-71	
	TOTAL NUMBER RECEIVING SERVICE (duplicated)	TOTAL NUMBER OF OUTSIDE AGENTS PROVIDING SERVICE	TOTAL NUMBER RECEIVING SERVICE (duplicated)	TOTAL NUMBER OF OUTSIDE AGENTS PROVIDING SERVICE
Transportation	407	4	422	6
Recreational Services	849	5	2,177	8
Clothing	486	10	2,392	14
Social Services	1,190	11	3,090	16
Medical	1,120	10	14,216	18
Dental	77	3	3,361	14
Food	54o	9	5,141	11
Guidance and Counseling	172	3	773	13
Fees	52	3	23	1
Psychologial Services	7	1	358	4

GRAPH 4

PERCENT OF OVERAGE MIGRANTS BY GRADE



retained in grades 1-3. Relative to these data is the fact that migrant preschool has as one of its primary objectives the building of skills necessary for subsequent educational attainment.

Another significant fact, in examination of these data, is the sharp drop of overage migrant children at grade 10. This can partially be explained by the correspondingly high dropout rate for grades 9-10 in the migrant program, if one assumes that a majority of those who drop out were overage for their grade level.

From information in Tables 4 and 5, it appears that migrant children in grades 1-4 are prohibited from progressing at their normal age/grade rate, thus contributing to the 50 percent overage group at grade 10. If there were no retentions in the first four grades, the overage group for grades 5-12 would be approximately 10 percent.

PARTICIPATION IN MAJOR AREAS OF EMPHASIS

Each participating district reported information on migrant student participation by major areas of emphasis. School districts supplied information on remedial and non-remedial programs and rated overall class performance in the "cognitive area." The "cognitive" area includes academic skills, knowledge, understandings and perception generally assumed to be needed for education achievement. School districts were requested to rate the effectiveness of the instructional activity using the following descriptors:

TABLE 4

ETHNIC DISTRIBUTION BY AGE/GRADE LEVEL
FOR THE 78 REGULAR MIGRANT SCHOOL DISTRICTS

GRADE	NUMBER UNDERAGE FOR GRADE LEVEL*				NUMBER AT AGE FOR GRADE LEVEL**				NUMBER OVERAGE FOR GRADE LEVEL***				RANGE OF AGE IN YEARS
	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	
Kind.					52	1230	37	1		3			5-7
1					141	2554	54	2	4	216	6		6-13
2		11			101	1931	46	2	8	302	6		6-14
3	1	16			109	1685	40		10	438	1		7-14
4	1	21			81	1538	40		9	514	4		8-16
5	2	9	1		79	1314	27		15	534	13		9-16
6		16	1		54	1110	36		1	493	9		9-17
7	1	7			37	912	23		15	498	7		11-17
8	3	16			39	724	24		7	368	4		11-19
9		2			1	215	8		4	87			13-19
10		1				135	1		4	54	1		14-19
11					7	116	4			40			16-20
12		1			6	71	4			25			16-over 20

*Underage means age of child is less than five plus grade
**At age means age of child equals five and/or six plus grade
***Overage means age of child is greater than six plus grade

TABLE 5

ETHNIC DISTRIBUTION BY AGE/GRADE LEVEL FOR THE
20 SEVEN-MONTHS MIGRANT SCHOOL DISTRICTS

GRADE	NUMBER UNDERAGE FOR GRADE LEVEL*				NUMBER AT AGE FOR GRADE LEVEL**				NUMBER OVERAGE FOR GRADE LEVEL***				RANGE OF AGE IN YEARS
	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	Anglo-Amer.	Mex. Amer.	Negro Amer.	Amer. Indian	
Kind.					3	1970							5-6
1					1	2760				292			6-13
2		7			3	2104				444	1		6-15
3		7				1639				682			7-16
4		9			1	1287			1	761	1		8-16
5		15			1	1187				879			8-17
6		5			2	1201				862			9-17
7	1	28			7	1032				721			11-18
8	1	7			6	964				699			12-19
9		17			3	663				554			13-19
10		8			3	575			1	662			14-over 20
11		7			7	456				253			15-over 20
12		3				290				153			16-over 20

*Underage means age of child is less than five plus grade
**At age means age of child equals five and/or six plus grade
***Overage means age of child is greater than six plus grade

"1" No change - Data collected by objective and/or subjective means indicate no noticeable change in the pupils involved in this activity.

"2" Slight change - Data indicate that some improvement has occurred, but the amount of change is not what would normally be expected of students in this activity.

"3" Better-than-average change - The pupils involved in this activity made slightly more improvement than normally would be expected.

"4" Significant or marked change - Data collected indicate that pupils involved in this activity made gains significantly above what would normally be made. This rating would mean that pupils showed marked progress toward achieving desired outcomes.

Tables 6 and 7 show the kinds of instructional programs conducted in both the regular and seven-months migrant operations, the number of districts providing these activities, the number of participants, the number of classroom components, and ratings by the reporting school districts.

According to data in Tables 6 and 7, only one classroom component in the seven-months program indicated "No change" in cognitive development. According to the information, it appears that those participants in the seven-months schools faired better than their peers in the regular migrant programs.

Schools with seven-months migrant programs operated ten CVAE classroom components for 494 migrant children, while schools with the regular migrant programs did not provide any vocational education as a part of the migrant program. In some of the schools with regular migrant programs, it is possible that some children received vocational subjects through the standard curriculum,

TABLE 6

INSTRUCTIONAL PROGRAMS IN THE REGULAR MIGRANT PROGRAM

Area of Emphasis	Number of Districts	Number of Participants	Number of Classroom Components	Number of Classroom Components indicating no change	Number of Classroom Components indicating slight change	Number of Classroom Components indicating better than average change	Number of Components indicating significant change
Non-Remedial English Language Arts	22	5135	158	10%	30%	54%	6%
Non-Remedial Reading	6	813	34	12%	6%	67%	15%
Non-Remedial Mathematics	7	932	45	0%	13%	82%	5%
Remedial English Language Arts	24	5642	200	4%	27%	50%	19%
Remedial Reading	15	2634	112	0%	40%	55%	5%
Remedial Mathematics	10	1662	73	1%	33%	60%	6%
Enrichment Experiences	18	3300	117	0%	25%	61%	14%

TABLE 7

INSTRUCTIONAL PROGRAMS IN THE SEVEN-MONTHS MIGRANT PROGRAM

Area of Emphasis	Number of Districts	Number of Participants	Number of Classroom Components	Number of Classroom Components indicating no change	Number of Classroom Components indicating slight change	Number of Classroom Components indicating better than average change	Number of Components indicating significant change
Non-Remedial English Language Arts	9	11617	96	0%	19%	54%	27%
Non-Remedial Reading	10	10406	73	1%	28%	45%	26%
Non-Remedial Mathematics	6	8711	52	0%	10%	63%	27%
Remedial English Language Arts	8	6802	72	0%	22%	68%	10%
Remedial Reading	10	5211	63	0%	33%	53%	14%
Remedial Mathematics	6	1970	32	0%	16%	68%	16%
Vocational Education	4	494	10	0%	40%	50%	10%

but no programs, which were designed specifically for migrant children, were reported by the participating schools.

PARENTAL INVOLVEMENT

Parental Education embraces more than parental participation in the school program or visitation to the school. It is felt that parental education must include ways of showing parents how to help their children at home. The major thrust of Parental Education in the migrant program is aimed at the following:

- Encouraging children to spend more time studying at home and in after-school study centers;
- Having children attend school every day;
- Gaining knowledge and understanding of what the child learns at school;
- Taking time at home to have children relate their school experiences; and
- Expressing an interest in children's progress in school.

School districts were encouraged to develop parental involvement programs using funds from Title I, ESEA Migrant, and to employ personnel who have personal characteristics compatible to working in human relation activities. All teachers were encouraged to make home visits, and in some districts each teacher was required to visit each student in the home setting. According to reports from the districts with migrant programs, 20,022 homes were visited

in the FY 71 school year. Considering the number of participants (43,632), it would be safe to say that each home was visited at least once during the school year.

Five districts reported parental involvement activities, which in their opinion, were "exemplary." All of these districts reported that rapport between the school and community has been strengthened as a result of parental involvement.

PERSONNEL IN THE MIGRANT PROGRAM

According to Figure 2, 85 percent of the teachers in the migrant program have Bachelor Degrees. Nine percent hold their Masters or PhD, while only six percent are non-degree teachers. Figure 3, "Certification Status of Teachers," shows that of the 1,232 migrant teachers, 86 percent are fully certified while 14 percent are on emergency certification. When looking at these figures, it should be kept in mind that certification standards are based on a minimum amount of college course work, which may or may not be relative to teaching migrant children. Probably the most important statistic is the amount of in-service training and experience of migrant teachers. Figures 4a, 4b, 4c, 4d and 4e show teachers' experience in migrant education according to the year the school district began a formal program for educating migrant children using funds from ESEA, Title I Migrant. In Figure 4a, a 36 percent teacher turnover reflects in those districts which started migrant programs in 1965-66. There were no

FIGURE 2

TEACHERS' EDUCATIONAL BACKGROUND

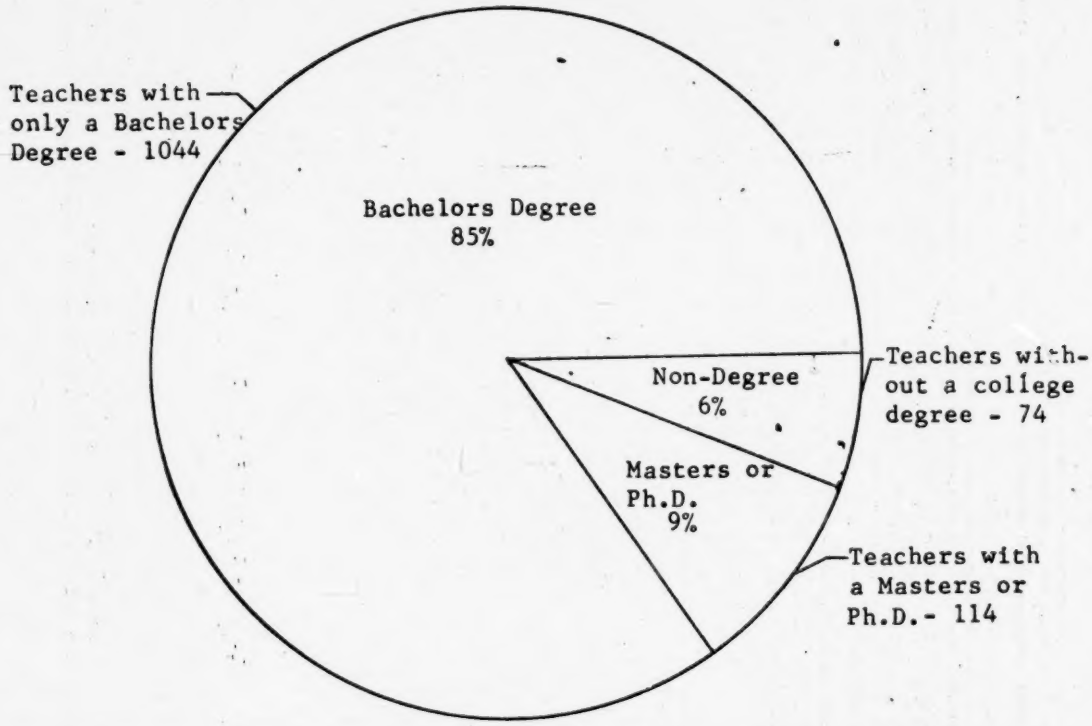

Teachers with only a Bachelors Degree - 1044
Bachelors Degree 85%
Non-Degree 6%
Masters or Ph.D. 9%
Teachers without a college degree - 74
Teachers with a Masters or Ph.D.- 114

FIGURE 3

CERTIFICATION STATUS OF TEACHERS

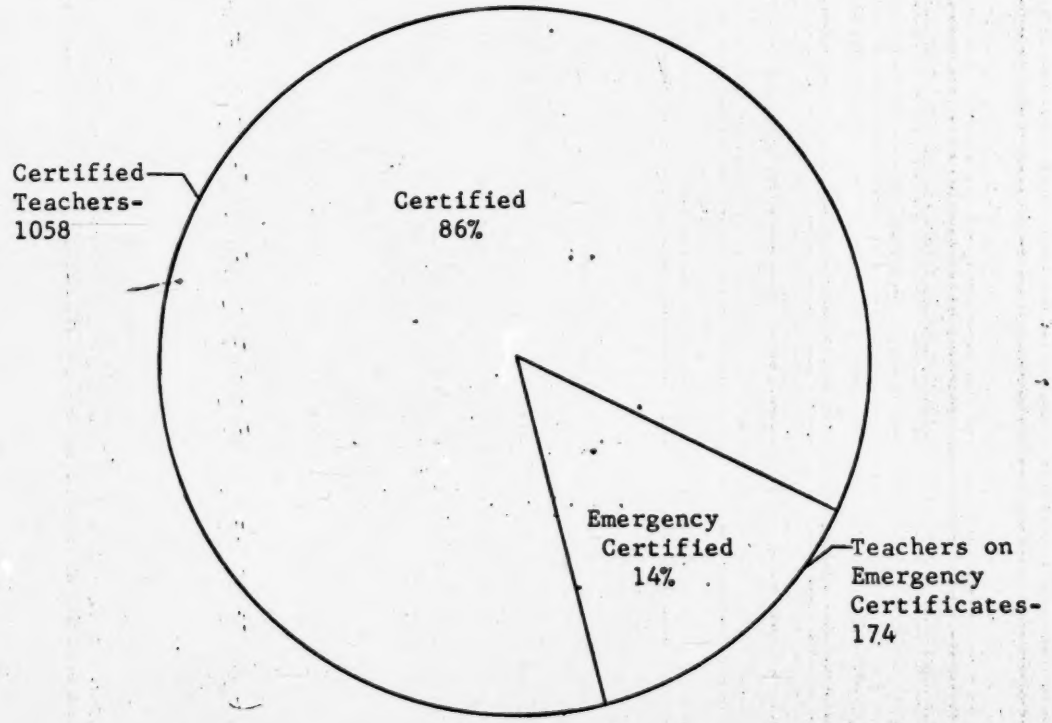
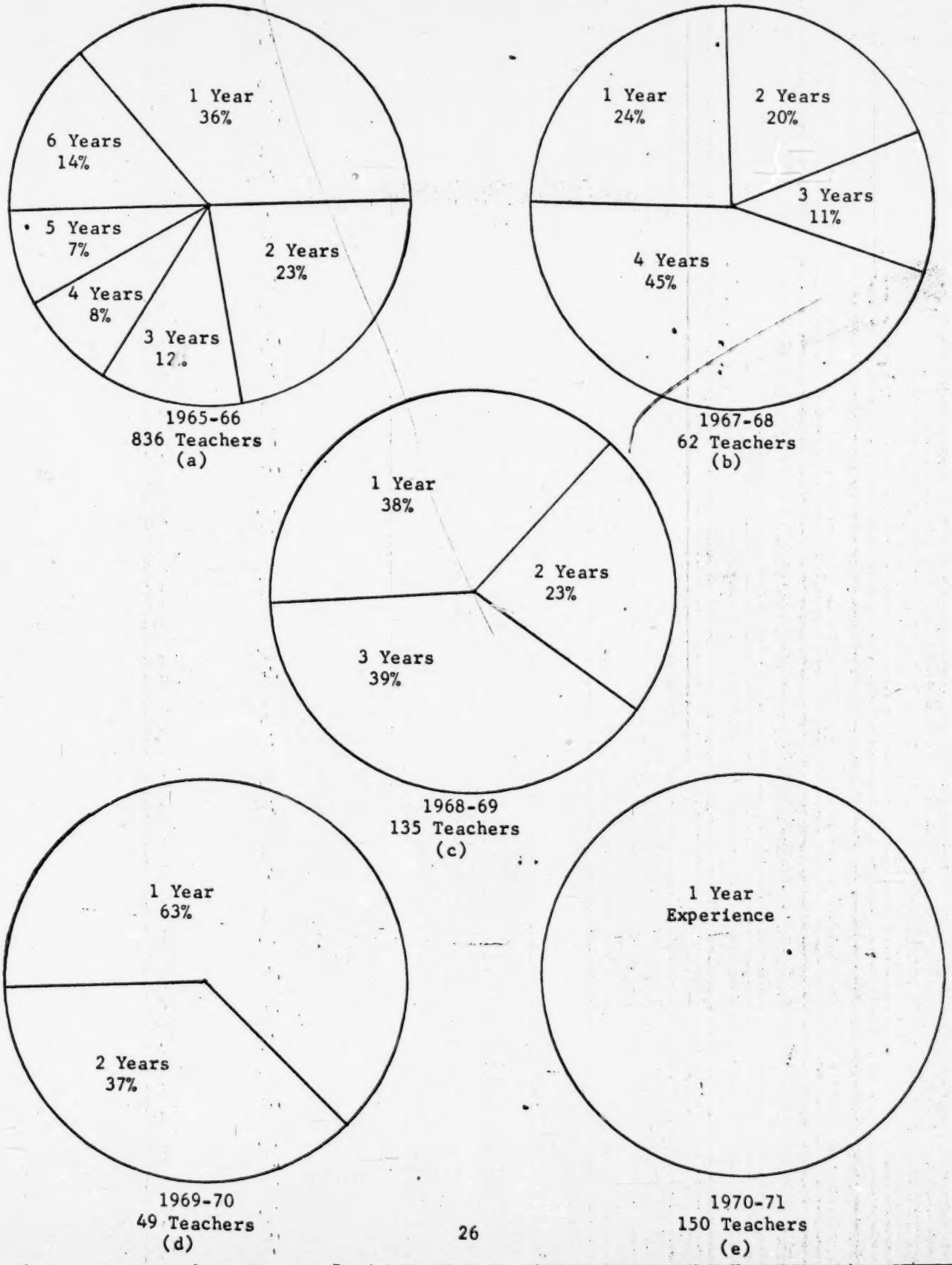


FIGURE 4

TEACHERS' EXPERIENCE IN PROGRAM ACCORDING TO THE YEAR SCHOOL DISTRICT BEGAN PROGRAM



new programs added in 1966-67. As the data indicate, 836 teachers constitute the bulk of the migrant teacher corps and are found in the 35 districts which operated the first migrant programs. There seems to be a fairly even distribution of first year teachers in the school districts which have had the migrant programs for three years or longer as shown by the figures on page 26. For the total migrant teaching staff, 35 percent or 434 out of the 1,232 migrant teachers had no experience in the program prior to the 1970-71 school year. Approximately 30 percent of the first year teachers or 150 first year teachers were from the 16 new districts added to the migrant program.

In order to better meet the needs of migrant children, there is a continued need for training new teachers for the migrant program. Currently, colleges and universities are training teachers of children, but not teachers of migrant children. To more fully provide the depth of knowledge for the 434 migrant teachers who had no prior experience with migrant children, a comprehensive staff development program was in operation for FY 71.

The data in Table 8, "Staff Development Information," show the number of teachers, aides, consultants, and supervisors who participated in some type of skill development activities including workshops, college courses, study groups, professional meetings, project visitations, in-district conferences, and observations. What this information fails to point out is the fact that the

TABLE 8

STAFF DEVELOPMENT INFORMATION FOR
98 MIGRANT SCHOOL DISTRICTS

PERSONNEL	TOTAL NUMBER WHO RECEIVED TRAINING (Unduplicated)	NUMBER WHO PARTICIPATED IN COMBINED TRAINING FOR TEACHERS AND AIDES	NUMBER OF PARTICIPANTS BY TYPES OF TRAINING RECEIVED							DOLLARS EXPENDED FROM ALL SOURCES
			Workshops	College Courses	Study Groups	Professional Meetings	Project Visitations	In-district Conferences	Observation & Critique	
Teachers	1039	813	1016	112	396	627	202	588	228	$85,049
Aides	727	570	679	107	167	284	116	378	114	$38,024
Consultants	22	8	20	3	8	10	8	11	6	$ 1,518
Supervisors	51	25	47	8	19	44	23	42	20	$27,627

migrant staff development has made a valuable contribution to the whole school program since teachers-in a good many cases change to the local school district's regular program after benefiting from two or three years of staff training in the migrant program.

SUMMER INSTITUTES

In order to improve instructional programs in migrant public schools and develop the skills and competencies of teachers who provide treatment for migrant children, the Texas Education Agency funds several summer institutes using money from Title I, ESEA (Migrant).

A summary of the 1971 Migrant Summer Institutes follows.

Region XVII Education Service Center Summer Institute

A total of thirty administrators participated in a migrant summer institute for one full week of training under sponsorship of the migrant and preschool program of the Texas Education Agency and Region XVII Education Service Center.

Administrators received training in the following areas:

- Curriculum for the Migrant Child
- Developing Parental Involvement Programs
- Evaluation for the Education of Migrant Children
- Institute Observations, Migrant Program Guidelines.

Evaluation for the Institute was conducted with a pre-test at the beginning of the week and a post-test at the termination of the

Institute. The analysis of the pre- and post-test results indicated a statistically significant gain in performance. The Administrators' Conference was judged a success by the participants in meeting the stated objectives for their week's work.

Texas A&I University Summer Institute

During the summer of 1971, Texas A&I University conducted seven migrant institutes. These institutes were conducted for personnel employed in migrant project schools throughout Texas and were funded under Title I, ESEA Migrant.

The seven institutes were comprised of two seminar institutes for classroom teachers, two seminar institutes for classroom aides, one institute for administrators, one institute for classroom teachers in curriculum writing, and one institute for teacher-aide teams.

Over 600 participant applications were received for these institutes and 202 were accepted from 41 independent school districts.

Evaluation of the Texas A&I University Summer Institute

The Institute's staff met weekly to discuss progress and possible redirection for various seminar components. Feedback was provided at the conclusion of each seminar session by the participants. Participant feedback was also solicited in a final large group meeting in which individuals were divided into groups of five. Evaluation sheets for each seminar were then provided each group.

The consensus of all participants was the organization of this year's Institute was the best of any they had attended. They liked the "seminar" concept and the idea of individual programming into seminars of their choice. The main recommendation for improvement was to provide more time for each seminar. Another recommendation was some type of follow-up program of evaluation to determine if what goes on at these institutes is of any worth in the educational setting in the migrant schools.

Consensus was also reached by participants that there is a definite need for staff development in summer institutes providing educational experience for migrant personnel in Texas. However, participants recommended that an overall state plan of educational emphasis be formulated so these institutes can be correlated to the state plan. Recommendations were made that the input into this plan should come mainly from the personnel in the migrant school districts, the regional service centers, and the universities, and the effort be directed by the Migrant Division of the Texas Education Agency. This plan would enable strong emphasis to be placed on identified weaknesses and new programs.

Other Summer Institutes

Region I Education Service Center and the University of Corpus Christi operated summer institutes for migrant personnel in their respective areas. Both of these institutions submitted evaluations to the Texas Education Agency for their summer activities too late to be included in this report. Consultants from the Division of

Preschool and Migrant Education did, however, make an on-site visitation to observe the two different institutes in operation. The Texas Education Agency consultants reported that participants seemed enthused about their activities and overall institute operations appeared to be effective in accomplishing the goals established in the proposals.

STAFF DEVELOPMENT

A variety of staff development activities were conducted to increase skills and competencies of all personnel who came in contact with migrant children. Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasized innovative approaches and a closer relationship between the curriculum and the experience of the child outside of school. In order to complement summer institutes, Texas Education Agency and Regional Education Service Center personnel, and nationally recognized specialists served on a consultative basis to assist in the development of programs and teacher training activities.

Staff development activities, in addition to summer institutes, included:

- Conducting annual workshops for personnel in child migrant programs, held in Lubbock and McAllen, Texas;
- Training of Regional Education Service Center personnel;

- Assisting Regional Education Service Center personnel in conducting workshops and seminars in local school districts;
- Conducting classroom visitation in program schools;
- Conducting demonstration teaching in program schools;
- Conducting periodic reviews of child migrant programs in the local school districts; and
- Conducting training seminars for local education agency and regional personnel in the Uniform Migrant Record Transfer System.

Staff Development at the Texas Migrant Educational Development Center

Beginning in 1968, the Texas Education Agency contracted with Southwest Educational Development Laboratory of Austin to conduct a survey to determine the number of migrant children in Texas schools, to develop and field test curricula relevant to the special needs of migrant children as determined by research, to evaluate current migrant programs, and to develop a model secondary program for use in the education of migrants. Under the terms of the contract, the Center is developing plans for approaches which may prove more effective than the Seven-Months Program. The Center is also developing new materials and is adapting existing materials that are especially applicable for the migrant child. As a part of the contract, the staff of the Center will train selected personnel of Texas Education Agency, of Regional Education Service Centers, and of local education agencies in the use of the new curricula.

The personnel so trained will then be responsible for conducting staff development in-service training in order that the new programs may be initiated and utilized by the classroom teachers in the Child Migrant Program.

In 1971-72, two programs for four-year olds will be established by Southwest Education Development Laboratory for the Texas Education Agency. These programs in Hereford and McAllen will be a pilot study designed to reach the migrant child. It is hoped that with the use of bilingual techniques, the four-year old migrant will be better prepared for public education.

At the elementary level, a multi-cultural social education program has been developed and is being field tested in several migrant classrooms. These materials emphasize the positive aspects of the child's background and develop his understanding of cultural diversity and social concepts.

Another component, which is essential to the migrant program, is parental involvement. Texas Migrant Educational Development Center is organizing materials and a program outline which should prove valuable in developing consistent parental involvement components throughout the state.

Regional Education Service Centers

Eight of the twenty Regional Education Service Centers, funded by the Texas Education Agency, are located in areas of high concentration of migrant children. The eight Centers provided assistance

in the development of programs and in the use of instructional materials for migrant program schools, and aided in staff development through a variety of in-service training activities.

The consultants worked in area workshops, school district workshops, and on a one-to-one basis with teachers in demonstration teaching. In this way, there was an effective continuous in-service training being conducted in the migrant program of Texas on a year-round basis.

Interstate Cooperation Project

In 1966, Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of educating migrant children, and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment, were hosts to twenty-four teachers from Texas Child Migrant project schools.

The Interstate Cooperation Project is designed:

- to have available in the participating states, teachers with experience in the teaching of Texas migrant children;
- to share among states an understanding of the problems of teaching Texas migrant children;
- to develop a better system for transferring pupil records;
- to improve teaching techniques used in the instruction of migrant children;

- to encourage Texas-based migrants to participate in school programs when they are in other states; and
- to promote, especially among participating Texas teachers, a realization of the problems faced by school-age migrant children during the migrant cycle.

During 1970-71, 18 states were involved in this project. It is anticipated that 20 states will elect to participate with Texas in the Interstate Cooperation Project in 1972. The states are:

California	Kansas	Ohio
Colorado	Michigan	Oregon
Florida	Minnesota	Virginia
Idaho	Montana	Washington
Illinois	Nebraska	Wisconsin
Indiana	New Mexico	Wyoming
Iowa	New York	

A desirable outcome of the project has been that many of the participating states have employed Texas teachers for their summer migrant programs.

Migrant Media Center

This component, initiated in 1968, provided audiovisual media materials coordinated with the curriculum offered in the Texas Child Migrant Program. Under contract to the Texas Education Agency, Region I Education Service Center in Edinburg, served all schools participating in the Texas Child Migrant Program. The Center housed over 3,000 sound filmstrip sets, 16 mm films, and multi-media kits. From this collection, over 3,000 items per month were circulated to Texas Migrant Program teachers. In-service workshops and institutes, designed to promote effective

use of instructional media, were sponsored by the Migrant Media Center for migrant school personnel:

THE IMPACT OF TITLE I ESEA MIGRANT FUNDS UPON PUPILS IN 20 MIGRANT EXTENDED DAY PROGRAMS AS SHOWN BY STANDARDIZED TEST DATA

Impact of the migrant program can be assessed through analysis of achievement outcome data of programs for migrant children. Analysis of impact speaks particularly to two of the major objectives to which the FY 71 program was directed, viz., "To promote fluency in the oral English language," and "To raise the reading comprehension level of migrant children."

Achievement data was obtained through sample testing reported from 20 school districts on 5,003 migrant children. A total of 4,649 test scores are analyzable for this report. These scores came from the 20 migrant districts which operate seven-months programs and have the care of migrant children. It is possible to generalize the findings of these data to other schools operating migrant programs. These 20 schools, which represent the sample, include 65 percent of the pupils in the Migrant Program.

Purpose

The purpose of this study is to determine if the cumulative efforts of the 20 extended day Migrant Programs, using funds under Title I Migrant, have resulted in increased achievement as measured by standardized achievement tests. It was hypothesized that the benefits of activities and services, provided through Title I,

ESEA Migrant, should be reflected by an increase in the mean scores on standardized tests taken by migrant children in grades 1-8.

Identification and Selection of Schools

In 1964, the school districts participating in the Migrant Project selected the Stanford Achievement Battery as an objective instrument to be used in determining cognitive changes in project participants. For 1966-67, schools having six-months programs agreed to use the Stanford Achievement Test. Since standardized instruments are based on norms of several types of populations, these norms may not be valid when applied to Mexican American migrant children. Therefore, the 20 six-months project schools have provided test scores since 1967 on a single standardized instrument in an attempt to establish a migrant norm. This norm is now used for comparative purposes in the evaluation of reading, language and mathematics.

The 20 six-months project districts agreed that a pre-post design would be utilized and the district would select a population on a random sample of the migrant children to be tested. The pretest was to have been given on the twenty-sixth school day of the migrant program and post-test on the one hundred and first school day of instruction, or the thirty-second day before the end of the migrant program.

TABLE 9

FORMS BY GRADE LEVEL USED IN THE MIGRANT TESTING PROGRAM

Grade	Fall Testing	Spring Testing
2	Primary I	Primary II
3	Primary II	Primary II
4	Intermediate I	Intermediate I
5	Intermediate I	Intermediate II
6	Intermediate II	Intermediate II
7	Advanced	Advanced
8	Advanced	Advanced

Limitations of the Study

As with any standardized instrument, there are certain limitations which have implications for interpretation of the products of that test. The Stanford Achievement Test has primarily two constraints for use with migrant children: (1) since the Stanford Achievement Tests were developed in 1964, the significant changes that have occurred in the elementary school curriculum in the years following enactment of the Elementary and Secondary Education Act of 1965, were not included in the standardization procedures; (2) the item content may not be based on the objectives, curriculum materials and teaching methodology currently being employed to teach migrant children. These constraints seem to point out that instruments measuring achievement in reading and facility in oral English must be developed for this specific population group.

Findings of Standardized Test Data

Grade Two - Paragraph Meaning Subtest

Complete pretest and post-test scores on the Stanford Achievement Subtest were available for 782 migrant children. Mean raw scores are presented in mean grade equivalency. Considering the time difference in pretesting and post-testing, normal growth for a migrant child, who participated in the sample migrant test program, would be .37 expressed in grade equivalency. Comparison with the pre- and post-test median indicated that grade 2 participants increased .45. The participants achieved a little more than one would normally expect during the course of academic treatment. However, the degree of difficulty of the Primary I and II forms is not accounted for in the difference. Had grade 2 migrant children taken the Primary I form for the post-test, it seems safe to say the post-test scores would be higher. The pretest raw score mean was 13.25 as compared with a raw score post-test mean of 15.94. Migrant children could answer 2.69 more items correctly on a more difficult post-test after 103 days of classroom treatment.

Grade Three

Pre- and post-test data were available for 771 migrant students. Both the pre- and post-test on this grade level use the same form and have the same level of difficulty. Pretest mean scores were 2.21 and post-test mean was 2.50, a gain of .29. These data indicate that "normal expected" growth was not achieved during the course of the school year.

Migrant children responded correctly to 4.49 more content items on the post-test than on the pretest and post-test raw scores. The results of the post-test grade 2 raw mean score and the pretest grade 3 raw mean score show that migrant children gained 3.12 content items during the summer months. In other words, migrant children in the third grade did not significantly get more items correct on the Stanford Achievement Subtest in comparison with those students who did not receive the regular school treatment. Considering overall achievement on the Paragraph Meaning Subtest, the third grade made the poorest showing of all grade levels.

Grade Four

Migrant children in the fourth grade were administered the Intermediate I form of the Stanford series for both pre- and post-testing (see Table 10). The results for grade 4 parallel those of grade 3. However, the test forms are of a higher level of difficulty which perhaps accounts for a significantly lower grade 4 pretest raw score in comparison with post-test raw score for grade 3. This seems to bear out assumptions that have been made in previous years' evaluation reports that as the content items increase in difficulty with advancing grade levels, that is, the abstractions found on the Reading Comprehension components of the achievement test become more difficult, lower scores are encountered for migrant children. These children either do not perform well in paragraph meaning as measured by the Stanford Achievement series or the curriculum materials are not related to the test.

TABLE 10

FY 71
MIGRANT
READING

PARAGRAPH MEANING SUBTEST

Grade Level	Number Pretest	Number Post-test	Pretest Raw Score Mean	Post-test Raw Score Mean	Total Raw Score Gain	Pretest G.E. Mean	Post-test G.E. Mean	Total G.E. Gain
2	816	782	13.25	15.94	2.69	1.55	1.95	.45
3	790	771	-20.06	24.55	4.49	2.21	2.50	.29
4	748	706	16.49	20.12	3.63	3.00	3.34	.34
5	767	734	21.39*	20.14	-1.25	3.57	4.12	.55
6	789	716	20.72	23.45	2.73	4.21	4.56	.35
7	581	502	15.83	18.29	2.45	4.71	5.30	.59
8	512	438	18.53	20.92	2.39	5.23	5.76	.53
Total	5,003	4,649						

* Grade 5: Pretest Intermediate I, 60 items; Post-test Intermediate II, 64 items.

Grade Five

Again, in grade 5, migrant children encountered different levels of difficulty for pre- and post-testing. Performance of the 734 migrant students, who completed the paragraph meaning subtest, was higher than for grades 2, 3 and 4, but not significantly higher. Pretest data show a mean score of 3.57 as compared with a 4.12 post-test score for a gain of .55. This grade level has a lower number of correct content items on the post-test than pre-test, representing a net loss of -1.25 items. This loss can in part be explained by the different forms used for pre- and post-testing.

Grade Six

For grade 6, analyzable standardized test scores were obtained for 716 migrant children. These scores parallel those of the fourth grade. The .35 gain between pre- and post-test data is a little less than the anticipated gain of .37. These scores indicate that migrant children in the sixth grade are holding their own with other migrant children. Migrant children were able to complete 2.73 more content items on the post-test than on the pretest, which is not significantly different from preceding or subsequent grade levels.

Grade Seven

With a .59 overall gain between pre- and post-test scores, grade 7 shows the highest overall gain in achievement scores for all grade levels. Migrant children scored 4.71 on the pretest and

5.30 on the post-test. The gain in raw score was 2.45, with pre-test median raw score of 15.83 and post-test median raw score of 18.29. Perhaps this gain can be attributed to the impact of Title I ESEA funds but it could not be called a significant gain.

Grade Eight

Migrant children in grade 8 performed just a little below that of those in grade 7. One interesting piece of data on grade 8 is the low pretest raw score. Grade 7 median post-test raw score was 18.29 and grade 8 pretest median raw score was 18.53. This means that grade 8 students are only gaining .24 or about one-fourth of a content item in the summer months. This information points to a need for more educational programs which will pick up the migrant child after he has completed the seven-months program. A majority of the summer programs are cultural enrichment and are not heavily laden with academics.

Summary Analysis of Reading Standardized Test Scores

The evidence suggests that the ESEA Title I Migrant Programs are being directed toward the correct schools, and that the programs within the schools are directed toward students with the greatest need. However, it does seem strange that in paragraph meaning on the Stanford Achievement series, migrant children are only able to comprehend on the average about 19.50 items out of a possible 60 response items.

Considering the effectiveness of Title I ESEA funds on migrant children in relation to reported test data in reading comprehension,

migrant children have a long way to go before they are able to compete with regular children in a regular classroom setting. Perhaps effectiveness can be shown in other places but not in the reading room.

Summary Analysis of Language Standardized Test Scores

For a variety of reasons, migrant schools seem to be stagnant when it comes to teaching children to read. According to reported data on the Language Subtest, there are evidently these same constraints present in the language arts classroom.

Although scores on the Language Subtest of the Stanford Achievement series were not statistically significant, they were all positive. It will be noted from Table 11 that there were no wide gains in post-test scores for any grade level; however, grade 5 shows the least amount of gain of all grade levels. This fact is startling as grade 5 students are the ones who have had the opportunity for participation in the migrant program for six years. It is also noted from Table 11 that Title I allocations for migrant children are actually reaching the target population, the low achiever, for which it was intended. This is an interesting result in that Title I funds are allocated largely on the basis of family income. Under the Guidelines of the Migrant Program, a student is eligible for participation unrelated to pupil academic needs, for example, a student who has migrated with his parents, who were engaged in agricultural work, would be eligible for participation and in all cases participates in the program.

TABLE 11

FY 71
MIGRANT

LANGUAGE SUBTEST

Grade Level	Number Pretest	Number Post-test	Pretest Raw Score	Post-test Raw Score	Total Raw Score Gain	Total No. of Items	Pretest G.E. Mean	Post-test G.E. Mean	Total G.E. Gain
2	830	786	13.78	31.41*	- -	*	1.53	2.55	1.0
3	786	775	30.60	37.45	6.85	75	2.44	3.16	.72
4	749	707	51.09	58.80	7.71	122	2.93	3.35	.42
5	767	735	60.47	61.28	.81	122	3.61	3.90	.29
6	789	716	63.59	67.20	3.61	134	4.07	4.47	.40
7	582	506	68.33	69.88	1.55	145	4.84	5.12	.28
8	512	432	75.04	77.75	2.71	145	5.60	5.91	.31
Total	5,015	4,657							

* Language Subtest, Primary I Pretest contains 39 items; Post-test Primary II form consists of 75 items.

Total revenue allocations per pupil then tend to be unrelated to how much pupil behavior changes take place in specific school districts.

One of the major limitations in the use of the Language Subtest for evaluation purposes is the lack of correlation to major objectives of the program. If the assumption can be made that one of the vital thrusts of the migrant program is to change the oral language ability of migrant children, and not to place primary emphasis on correctly written sentence-structuring, then the Language Subtest is not closely related to the assumed objective. The Stanford Achievement Subtest in language measures correct verb and pronoun usages, punctuations, capitalizations, dictionary skills, and sentence senses. Oral English language is not measured on the Stanford Achievement Test.

Summary Analysis of Mathematics Standardized Test Scores

Mathematics remains the one area in which achievement has exceeded normal growth expectations for all grade levels. This information is shown in Table 12. Migrant children in earlier test analyses have consistently scored at expected growth levels.

It might appear that this report is not saying enough about the positive gains migrant children are making in standardized achievement test scores in mathematics. However, concerning the objectives of migrant education which deal with communication skills in the oral and written English language, mathematics has not been designated as an area in which migrant school districts should concentrate funds or efforts.

TABLE 12

FY 71
MIGRANT

MATHEMATICS CONCEPT SUBTEST

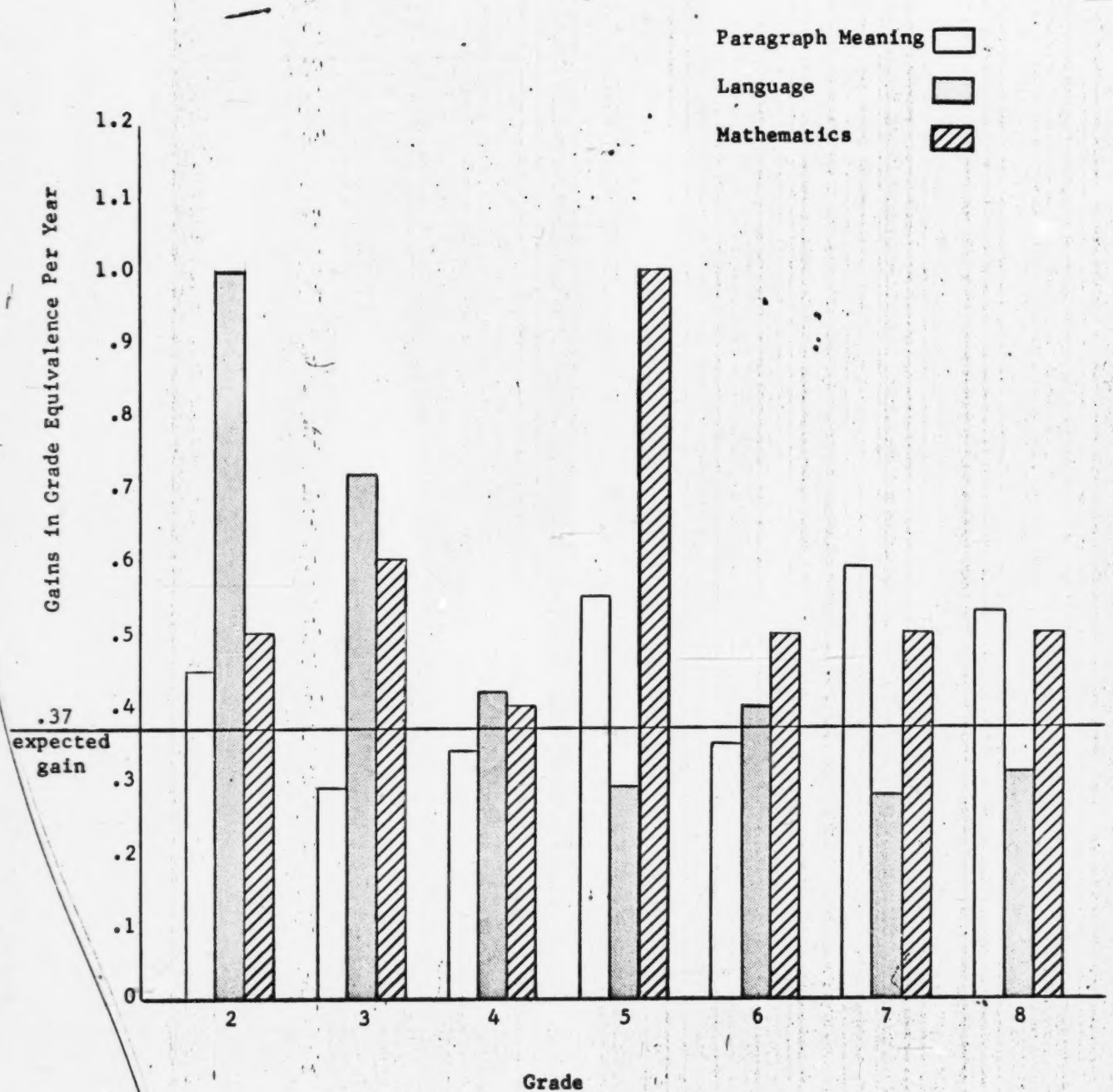
Grade Level	Number Pretest	Number Post-test	Pretest Raw Score	Post-test Raw Score	Total Raw Score Gain	Total No. of Items	Pretest G.E. Mean	Post-test G.E. Mean	Total G.E. Gain
2	830	782	33.58*	12.80	4.6	*	1.7	2.2	.5
3	791	772	14.82	18.33	4.6	46	2.3	2.9	.6
4	739	702	8.51	10.61	3.2	32	3.1	3.5	.4
5	760	733	11.68**	9.33	3.2	32	3.8	4.8	1.0
6	787	714	8.48	10.55	3.2	32	4.6	5.1	.5
7	583	509	9.65	11.67	4.0	40	5.5	6.0	.5
8	511	430	11.26	13.72	4.0	40	6.0	6.5	.5
Total	5,001	4,642							

* 63 Items on Pre-test; 46 items on Post-test.

** Intermediate I Pretest; Intermediate II Post-test.

GRAPH 5

SUMMARY OF TEST SCORES



According to previous studies and reported data for FY 70 in mathematics, school districts are either very effective in teaching this subject area and are in fact concentrating efforts in mathematics, or the Mexican American migrant child has a natural talent for working with numbers and does well on the Mathematics Subtest for the Stanford Achievement Series.

Conclusions

- Title I ESEA Migrant funds are flowing to those pupils who had an educational need as reflected by mean achievement test scores.
- Migrant children are progressing at an acceptable rate in comparison with other migrant children in mathematics.
- Mean test scores in Paragraph Meaning (Reading Comprehension) indicate that migrant children in some grade levels are not learning to read according to expectations.
- In order to adequately measure oral language facility, there needs to be developed an instrument based on the migrant program curriculum.

THE MIGRANT DROPOUT

Dropout statistics were requested from all participating school districts which provided activities and services funded from Title I, ESEA, Migrant. As in prior years, the data reflect the holding power of the project schools for the entire pupil population in comparison with the migrant population (see Figures 5 & 6,

FIGURE 5

PERCENT OF DROPOUTS IN 95 SCHOOL DISTRICTS ACCORDING TO REASON FOR DROPPING OUT

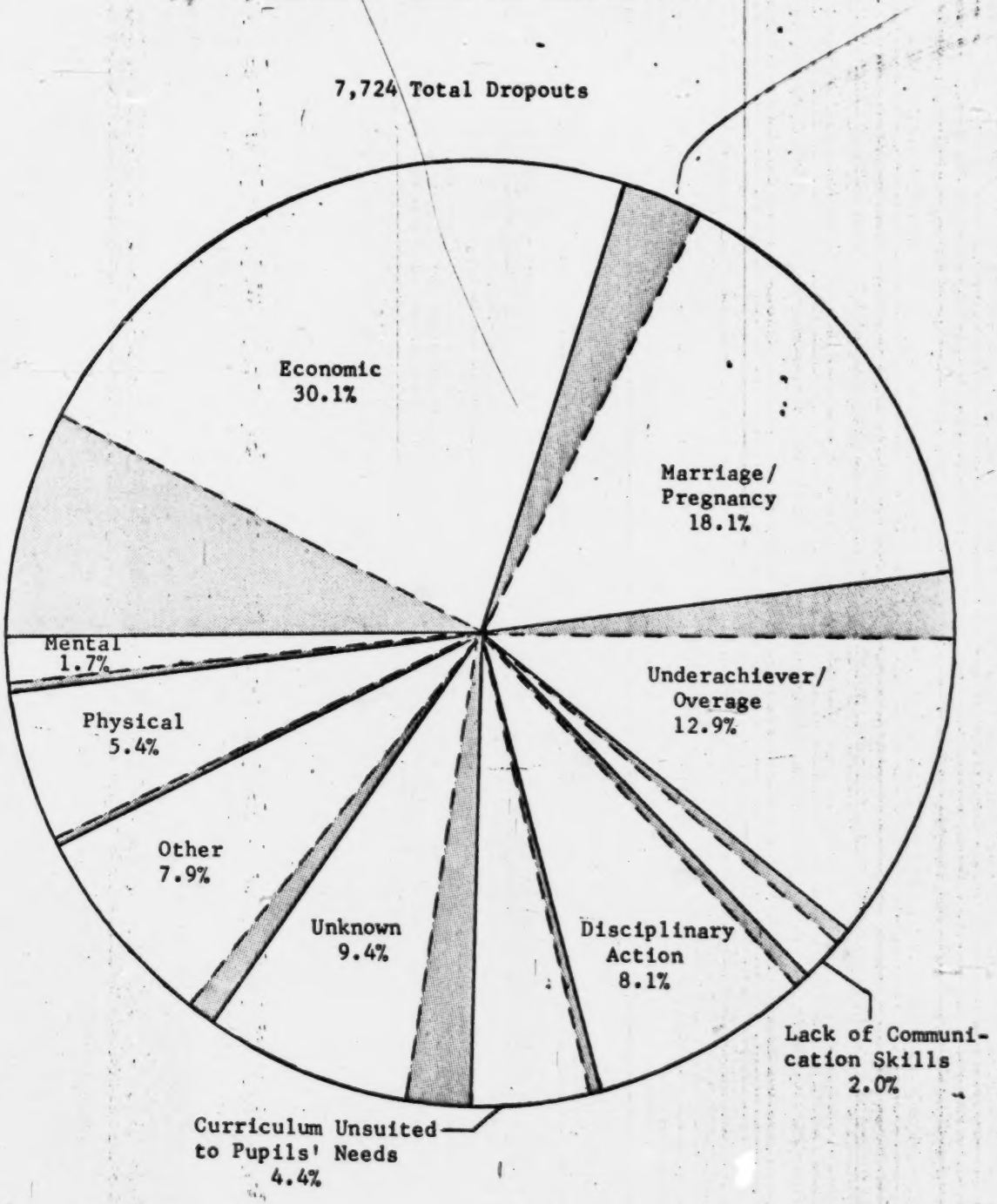
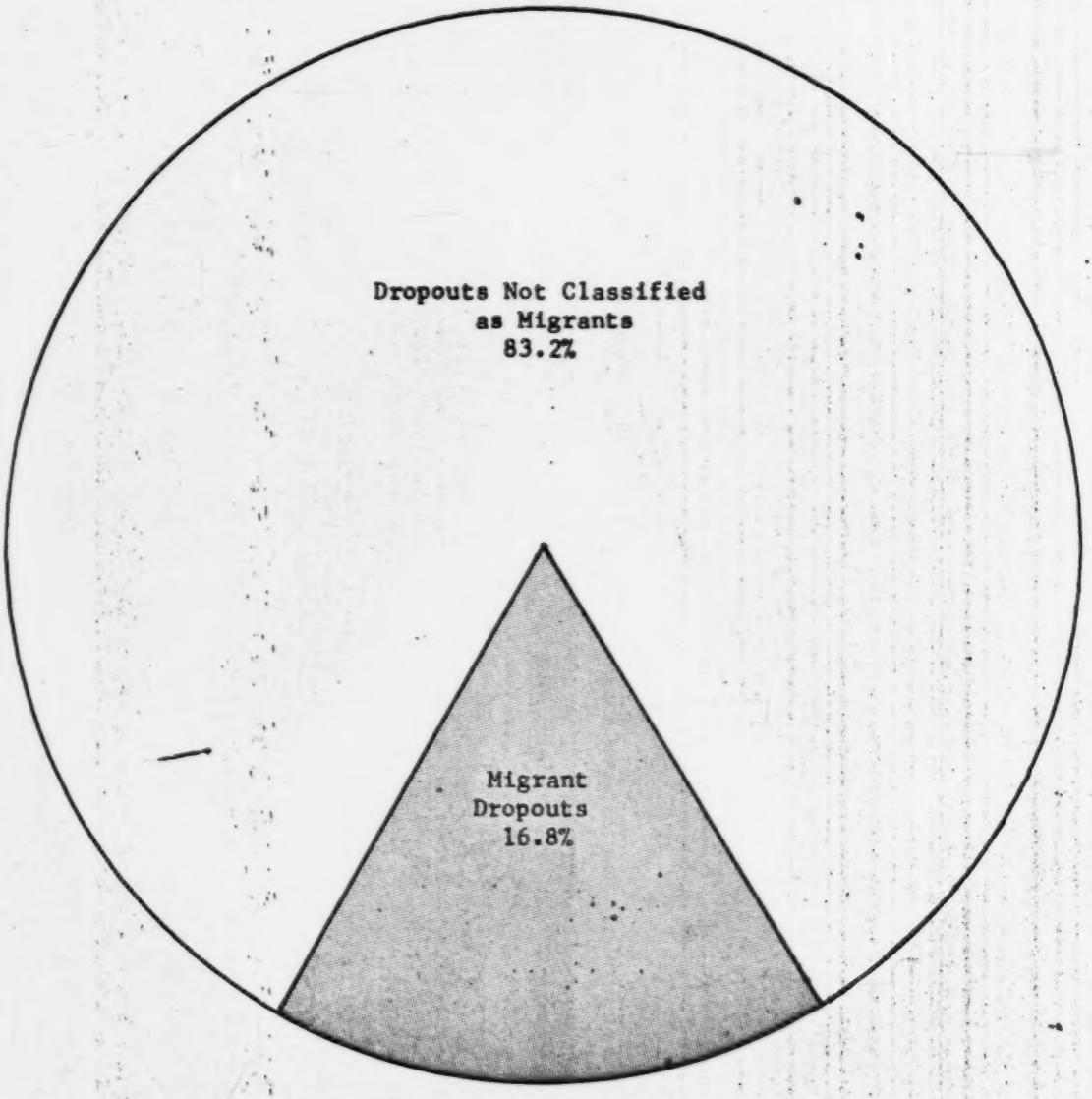


FIGURE 6

PERCENT OF TOTAL DROPOUTS WHO ARE MIGRANT PUPILS



and Graph 6). The data on Table 13, for grades 5-12, indicate the reasons for dropping out and the total number of migrants who dropped out.

The total enrollment for grades 5-12 in the 95 districts reporting usable data, was 243,130. Of this total enrollment, 7,724 students or 3.17 percent dropped out; .53 percent of the total enrollment were migrant dropouts, while 2.64 percent were other dropouts. Of the 65,064 students qualifying for Title I Migrant programs, but not necessarily participating in programs, approximately 1,300 or 2 percent of the students dropped out.

The main purpose of this study was to identify by reason why a student dropped out at each of the listed grade levels. The generally accepted definition of a dropout is as follows: "A dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school." In order to complete a comprehensive dropout study, the identification of those variables which were of sufficient importance in the life of the student as to lead or force the student into becoming a dropout, becomes paramount. The only way this can be successfully accomplished is by having the dropout respond through a mail-out instrument or on a face-to-face basis.

Limitations in the data which might cause concern are: (1) one seven-months school did not collect dropout data and is therefore not in the study; (2) the reasons listed for dropping out are

GRAPH 6

PERCENT OF DROPOUTS BY GRADE LEVEL

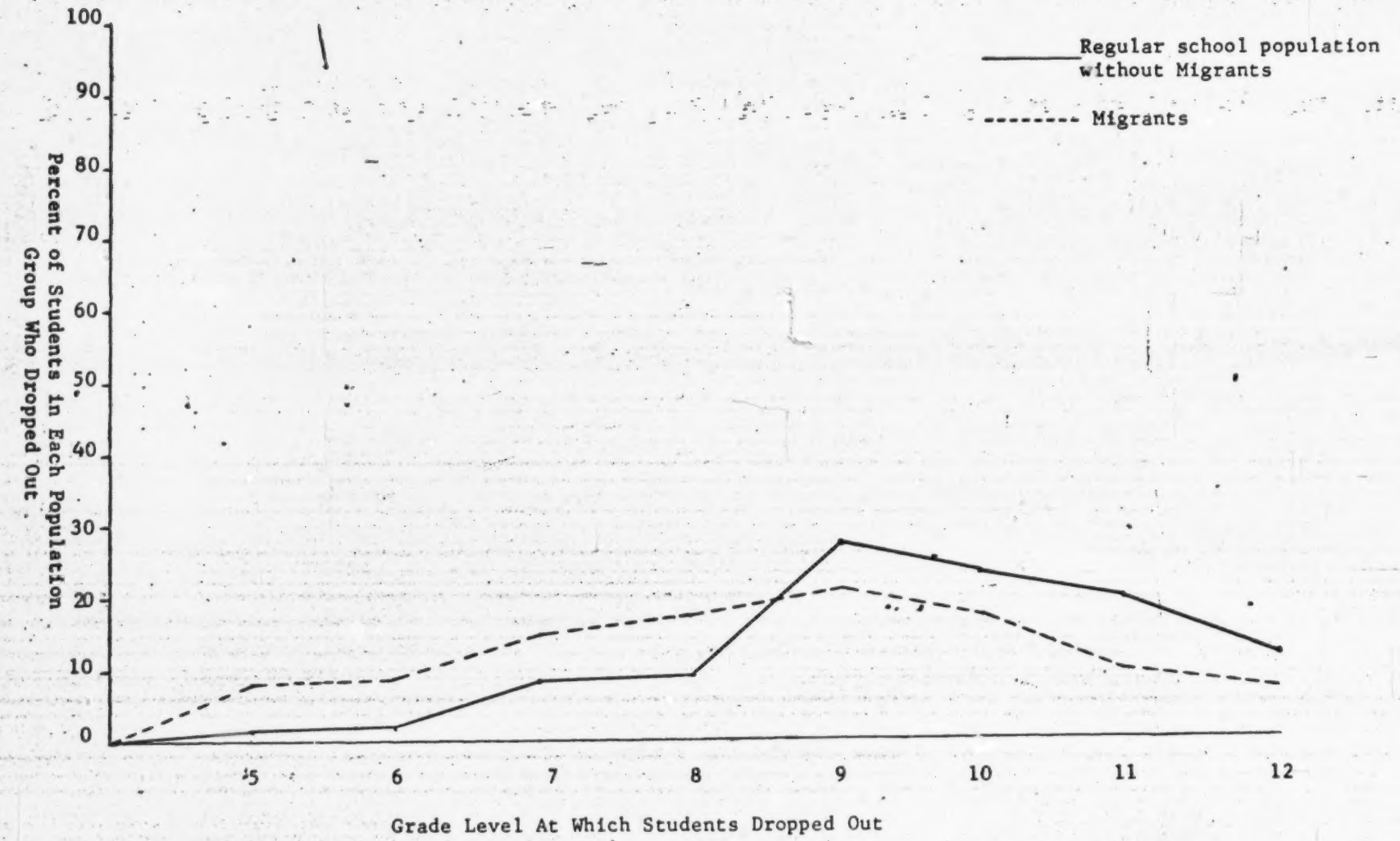


TABLE 13

DROPOUT INFORMATION FROM THE 95
MIGRANT SCHOOL DISTRICTS REPORTING

REASONS FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	10	7	42	38	85	118	76	43	419
Mental	2	4	9	12	38	25	24	19	133
Economic	120	100	319	243	646	435	324	141	2,328
Marriage/Pregnancy	7	14	65	161	310	339	317	186	1,399
Underachiever/Overage	9	28	68	120	291	210	133	133	992
Lack of Communication Skills	1	4	14	13	39	40	27	14	152
Disciplinary Action	4	10	24	24	164	171	143	82	622
Curriculum Unsuited to Pupil's Needs		2	21	18	94	79	95	32	341
Unknown	29	61	110	98	166	118	87	59	728
Other (Specify)	13	4	32	32	160	162	129	78	610
Total Per Grade	195	234	704	759	1,993	1,697	1,355	787	7,724

REASONS FOR DROPPING OUT	DROPOUTS FROM MIGRANT POPULATION AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	1	1	3	1	3	4	1		14
Mental	1		2		2	2	2	1	10
Economic	80	71	96	86	118	67	43	37	598
Marriage/Pregnancy	2	5	10	47	44	39	30	15	192
Underachiever/Overage	4	11	27	43	30	42	8	7	172
Lack of Communication Skills	1		2	4	13	7	3	3	33
Disciplinary Action		2	4	6	11	7	3	3	36
Curriculum Unsuited to Pupil's Needs		1	4	4	2	7	9	3	30
Unknown	11	12	31	23	29	30	13	7	156
Other (Specify)	3	3	5	3	14	14	10	6	58
Total Per Grade	103	106	184	217	266	219	122	82	1,299

determined by each local school district using its best judgment, and may not be those which would have been listed by migrant children.

Table 14 exhibits by grade level the total number of dropouts from the 19 seven-months school districts and indicates the number of dropouts by reason. The information in the upper part of the table refers to all children, including migrants who dropped out. The significant reasons for dropping out were (1) Economic, (2) Marriage/pregnancy, (3) Underachiever/overage, and (4) Unknown.

Economic factors accounted for 44.1 percent of the dropouts in the 19 seven-months school districts, compared with 18.5 percent of the dropouts in the 76 regular school districts. Of the total dropouts in the 95 districts in FY-71, 30.1 percent dropped out due to economic reasons compared with 21.9 percent who dropped out for these reasons in FY 70.

Most of our public schools maintain an academic climate geared for the future. This seems to be a very satisfactory arrangement for students who do not have to contend immediately with survival problems of everyday life. But, to the poor, hunger is an ever-present problem. He needs better wearing apparel now. Most, of all, he needs money to get these goods today. That children of poor Mexican American families dropout of school is a matter of fact and this condition (comparing FY 70 with FY 71) is getting worse.

TABLE 14

DROPOUT INFORMATION FROM THE 19
SEVEN-MONTHS SCHOOL DISTRICTS

REASONS FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	7	6	14	10	63	86	42	27	255
Mental	2	3	5	5	10	5	3	9	42
Economic	73	66	250	188	482	261	167	57	1,544
Marriage/Pregnancy	6	4	27	62	101	92	90	41	423
Underachiever/Overage	3	12	37	52	115	39	26	44	328
Lack of Communication Skills	1	1	11	10	31	16	7	7	84
Disciplinary Action	1	8	14	21	75	49	35	17	220
Curriculum Unsuited to Pupil's Needs		1	13	10	58	47	18	11	158
Unknown	10	35	53	45	59	57	26	24	309
Other (Specify)	3	2	8	11	42	33	20	8	127
Total Per Grade	106	138	432	414	1,036	685	434	245	3,490

REASONS FOR DROPPING OUT	DROPOUTS FROM MIGRANT POPULATION AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	1	1	1		3	4			10
Mental	1					1	2	1	5
Economic	50	46	58	62	94	50	36	27	423
Marriage/Pregnancy	1	1	4	24	17	18	14	9	88
Underachiever/Overage	2	4	16	16	6	13	3	4	64
Lack of Communication Skills	1		2	3	6	3		1	16
Disciplinary Action		1	2	3	6	5	2	3	22
Curriculum Unsuited to Pupil's Needs			2	2	2	2	1	1	10
Unknown	4	3	7	9	18	26	10	4	81
Other (Specify)		2	5	3	2	4	3	2	21
Total Per Grade	60	58	97	122	154	126	71	52	740

The low number of dropouts, in the categories of "Physical," "Mental," "Lack of Communication Skills," "Curriculum Unsuited to Pupil's Needs," and "Disciplinary Action," must be attributed to the effectiveness of the pupil personnel services components of migrant education, and to the relevant instructional services offered to migrant children. It should be pointed out that a number of the participants in migrant programs are receiving food, clothing, and medical services in a very comprehensive manner. Still, there seems to be a need for the "economic" dropout to leave school in order to help solve the economic problems of the family unit.

The number one reason given for dropping out ("Economic") includes: "had to work at home," "seek employment," "needed money," etc. What a dismal future these children will encounter in the world of work. One might ask, "Is vocational education available in these 19 school districts?" Or, better yet, "What types of pupil identification services are available to locate potential dropouts so that services and activities can be planned for the student contemplating an early exit?" These questions were not answered in this survey.

In the 19 reporting school districts (see Table 14, grade 9 had the highest departure rate; 1,036 children dropped out. Grade 10, with 685 dropouts, was second with grades 7 and 11 showing the number three spot. In all, 3,490 pupils dropped out.

As pointed out in previous evaluations, the identification of potential dropouts and the development of a curriculum complemented with extensive pupil personnel services, geared for the present, remain areas of concern.

Credit should be given to the migrant child in that he was not removed from his education setting as a result of "disciplinary action." According to Table 13, of the 622 pupils who were expelled from school, only 36 were migrant children. These data indicate that the migrant child creates few situations which call for drastic disciplinary actions, and generally offers a picture of a "well-behaved child."

The upper part of Table 15 presents the number of dropouts at each grade level from the total school enrollment of the 76 school districts which operated a regular term migrant component, while the lower part of Table 15 exhibits the number of dropouts from the migrant population. Examining this total school dropout picture, we see a different reason for children dropping out of the 76 districts in comparison with the dropout motive in the 19 seven-months schools. The significant reasons for dropping out in the 76 districts were: (1) Marriage/pregnancy, 22.9 percent; (2) Economic, 18.5 percent; (3) Underachiever/overage, 13.7 percent; (4) Other, 11.9 percent; followed in close order by (5) Disciplinary Action, 9.5 percent. In these schools, 13.2 percent of all dropouts were migrants, while the 19 seven-months schools reported that 21.2 percent of all dropouts were migrants.

TABLE 15

DROPOUT INFORMATION FROM THE 76
REGULAR MIGRANT SCHOOL DISTRICTS

REASONS FOR DROPPING OUT	DROPOUTS FROM TOTAL SCHOOL ENROLLMENT AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical	3	1	28	28	22	32	34	16	164
Mental		1	4	7	28	20	21	10	91
Economic	47	34	69	55	164	174	157	84	784
Marriage/Pregnancy	1	10	38	99	209	247	227	145	976
Underachiever/Overage	6	16	31	68	176	171	107	89	664
Lack of Communication Skills		3	3	3	8	24	20	7	68
Disciplinary Action	3	2	10	3	89	122	108	65	402
Curriculum Unsuited to Pupil's Needs		1	8	8	36	32	77	21	183
Unknown	19	26	57	53	107	61	61	35	419
Other (Specify)	10	2	24	21	118	129	109	70	483
Total Per Grade	89	96	272	345	957	1,012	921	542	4,234

REASONS FOR DROPPING OUT	DROPOUTS FROM MIGRANT POPULATION AT EACH GRADE LEVEL								
	5	6	7	8	9	10	11	12	Total
Physical			2	1			1		4
Mental			2		2	1			5
Economic	30	25	38	24	24	17	7	10	175
Marriage/Pregnancy	1	4	6	23	27	21	16	6	104
Underachiever/Overage	2	7	11	27	24	29	5	3	108
Lack of Communication Skills				1	7	4	3	2	17
Disciplinary Action		1	2	3	5	2	1		14
Curriculum Unsuited to Pupil's Needs		1	2	2		5	8	2	20
Unknown	7	9	24	14	11	4	3	3	75
Other (Specify)	3	1			12	10	7	4	37
Total Per Grade	43	48	87	96	112	93	51	30	559

Comparing the 19 seven-months schools with the 76 school districts, the principal reason for dropping out, considering the total school dropouts, changed from "Economic" to "Marriage/pregnancy," however, the reason for migrants dropping out remained the same, that of "Economics." "Underachiever/overage" was the number two reason why migrant students in these 76 schools dropped out. This accounted for 19.4 percent of the dropouts, or 108 children.

In all the school districts which had migrant programs, 1,399 out of 7,724 left school because of marriage/pregnancy. Table 13 reflects that this was the number two reason why children in these schools dropped out. This problem goes beyond children of migrant parents and therefore beyond the scope of this report; therefore, the recommendations for dealing with the problem are applicable beyond the migrant program. Pregnant students, who have been diagnosed by a licensed physician as being pregnant and who are unable to attend regular classes located in public schools, are eligible for special programs to meet this unique need. Under Special Education, there are opportunities available for expectant mothers, which evidently are not currently being utilized in these school districts. The purpose of comprehensive special education programs for pregnant students is to provide opportunities for continuing the educational process, uninterrupted, for those students who are forced to leave school because they are pregnant.

According to Texas Education Agency Guidelines for Special Education, pregnant students can qualify for any of four types of

instructional units. These instructional units include classes for pregnant students in school, home-bound classes, licensed maternity home classes, and community classes held, for example, in the local YMCA.

Perhaps more schools should investigate the possibility of utilizing these programs as a means of decreasing the dropout rate. A positive step would be to place responsibility for referral services in the hands of one member of the local district's pupil personnel service team. Investigation of possible programs for boys who drop out because of new family responsibilities should also be undertaken.

It is evident from the dropout data that all students should be taught factual information about family planning, family budgeting, and consumer economics. Basic information on human reproduction should also be included in this curriculum.

The target population for pupil personnel services should be the "identified" students--identified as potential dropouts by the principals, teachers, and counselors on the migrant campuses. The criteria for identification should include economic, social, physical, mental, emotional and educational needs. The pupil personnel service teams, under the supervision of the central administration or the Department of Pupil Personnel Service, could then provide special assistance to these children identified as potential dropouts. Under the present arrangement in the migrant project, pupil personnel services seem to be administered because a child is a migrant rather than a child with identified needs.

The thrust of the efforts of the teams should be to minimize the causes for children dropping out of school. The causes lie either in the community, family, schools, or within the child himself. The teacher does all that is possible within the classroom, but the pupil personnel service teams provide other experts with special skills which give attention to the problems of each of these children.

The "pupil personnel technicians" (workers and aides) are the "grass roots" neighborhood educational workers. These activities are under the direction of the Pupil Personnel supervisory staff, which should be in constant contact with the principals of the schools, where each is assigned. Services offered to an individual child depend upon the kind and degree of help needed to enable him to perform at peak capacity in the classroom. This seems to be the justification for Pupil Personnel Services; and to dole out a number of free lunches or medical services, without basing these services on identified needs, is a waste of money, time and effort. The "pupil personnel technicians" are in an excellent position to identify these needs.

The solution to a child's economic needs might range from supplying clothing or arranging for free lunches, to work-training for an adult member of the family, or establishing eligibility for welfare funds.

Social needs might be met by helping the child become a member of a club, attend a summer camp, or to join group activities led by the "pupil personnel technicians" or consultants.

When educational needs are indicated, the student might be referred to the consultant teams for psychological testing and evaluation. In those districts which are not staffed to provide these kinds of services, direct reference to the Educational Service Centers should be made. In other instances, the student might be referred to the district's remedial reading center, to a speech or hearing therapist, or to one of the community service organizations for overcoming physical disabilities by supplying glasses, hearing aides, medical or dental care. Sometimes tutoring can be arranged with volunteer agencies or by organizing tutoring within the school itself. Contacts with the family are important to reinforce the efforts of the teams. Home visits should continue to be made and parents counseled so as to develop better understanding and cooperation within the school.

The emotional needs of migrant children are very great. Where the home is the major source of difficulty, community services can be arranged or supportive help by the appropriate consultants or technicians can be made available to the greatest extent possible. Often a friendly relationship with the pupil personnel service team members can be enough to give an anxious or fearful child the support needed to remain in school. With other children, intensive psychological services or special school facilities might be needed.

The "pupil personnel consultants," technically trained, professional guidance workers; psychological social workers; and attendance

workers, under the supervision of a supervisory director, should concentrate on more difficult cases."

Psychologists can perform tests and evaluations to clarify learning deficiencies and to detect causes for emotional disturbances. Psychological testing should be tailored to identify developmental shortcomings which need remediation. Counseling and short-range therapy can be undertaken when practical. The assistance of the Texas Department of Mental Health and Retardation can be enlisted when in-depth intervention is required.

Attendance officers act as home-school liaison personnel to identify and help eliminate causes for exclusive absenteeism so characteristic of the potential dropouts. Emphasis should be on encouraging school attendance rather than enforcing the compulsory attendance law.

It seems that if we are planning to do anything about dropouts from the migrant population, the time is ripe, especially if the "war on poverty" is to make any lasting effects. The data almost indicate that a cease-fire situation exists for dropouts. Meanwhile, the casualty rates continue to mount, beginning with the fifth grade sector (103 dropouts in the 95 reporting districts were fifth graders).

GRADUATE FOLLOW-UP STUDY OF MIGRANT CHILDREN

Limitations of the Study

All districts operating programs for migrant children, using funds from ESEA Title I, Migrant, were requested to complete follow-up studies of graduates in the 1970 graduating class. Only 32 of the 76 reporting districts actually conducted migrant programs in grades 9-12. Districts without programs in grades 9-12 were requested to conduct longitudinal studies of children who had at one time participated in the migrant program on the elementary level, and report information about what happened to their graduates. Since 32 school districts have not been in the migrant program long enough to have graduates who received services under Title I, ESEA, Migrant funds, the data are somewhat limited.

Findings

According to the data, the number of migrant graduates and the number of migrant programs on the secondary level have increased significantly in the last two years. In 1969, there were 874 identified migrant graduates in 16 districts which conducted migrant programs on the secondary level, in comparison with 1,154 migrant graduates in the 1970 class in 32 districts with migrant programs on the secondary level.

Table 16 presents follow-up information on the graduating class of 1970 in 76 migrant districts, broken out in three identified population groups: Educationally Disadvantaged/Low Income; Migrant; and General Elementary and Secondary.

TABLE 16

FOLLOW-UP OF 1969-70 GRADUATES FOR 76 SCHOOLS WITH MIGRANT PROGRAMS*

POPULATION GROUP	TOTAL GRADUATES	NUMBER OF GRADS WHO RECEIVED VOCATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
			College	Training	Vocational Training Area	Other Areas	
Educationally Disadvantaged or Low Income	6,376	2,956 46.4%	1,822 28.6%	772 12.1%	1,242 19.5%	1,233 19.3%	809 12.7%
Migrant	1,154	658 57.0%	254 22.0%	158 13.7%	144 12.5%	311 26.9%	170 14.7%
General Elementary and Secondary	15,628	5,344 34.2%	9,222 59.0%	1,047 6.7%	1,649 10.6%	1,836 11.7%	1,092 7.0%

*Not all schools reported migrant graduates; therefore, it was impossible to make any comparisons between population groups could not be accomplished.

Considering the graduates in these 76 school districts, the migrant child, in comparison with the general elementary and secondary population and the educationally disadvantaged/low income children, ranks higher in:

- The percentage of students entering the armed forces;
- The percentage of students who received some type of vocational training at the secondary level;
- The percentage of students going into direct employment for which they had no vocational training on the secondary level; and
- The percentage of graduates continuing their education through some type of training other than college.

Migrant students traditionally have been at the lower rung of the ladder in the percentage of students entering college. As shown in Table 16, out of the 1970 class, 22 percent of migrant graduates from the 76 reporting school districts attended colleges, compared with 28.6 percent of the educationally disadvantaged/low income graduates, and 59 percent of the general elementary and secondary graduates who attended college.

The data in Table 17 represent follow-up information from 18 of the 20 seven-months schools. As pointed out in previous reports, these districts serve a sizable number of migrant children in comparison with other schools participating in the migrant program and operating on a seven-months extended day basis. The remainder

TABLE 17

FOLLOW-UP OF 1969-70 GRADUATES FOR 18
SEVEN-MONTHS SCHOOL DISTRICTS*

POPULATION GROUP	TOTAL GRADUATES	NUMBER OF GRADS WHO RECEIVED VOCATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
			College	Training	Vocational Training Area	Other Areas	
Educationally Disadvantaged or Low Income	2,148	1,128 52.5%	688 32.0%	301 14.0%	367 17.1%	526 24.4%	205 9.5%
Migrant	805	393 48.8%	200 24.8%	118 14.7%	92 11.4%	235 29.2%	119 14.7%
General Elementary and Secondary	2,434	1,218 50.0%	1,519 62.4%	363 14.9%	271 11.1%	415 17.1%	208 8.5%

*Not all schools reported migrant graduates; therefore, comparisons between population groups could not be accomplished.

of the districts (those operating on the regular 180-day schedule) are portrayed in Table 18.

In the seven-months schools, 24.8 percent of the migrant graduates enter some type of college or university, while 15.5 percent of the migrant graduates in the regular migrant districts continue their post secondary experience in college. These figures are fairly consistent with previous findings of migrant graduates. Since some type of financing is required for attending college, and the migrant child comes from a low income family, these figures are not surprising. In both the seven-months and regular campuses, migrant graduates show a preference for attending college over some other type of formal training. Accounting for this choice might be the lack of scholarships and financial aid programs available for training programs in institutions other than colleges and universitites.

One interesting fact seems evident from the FY 71 data, 14.7 percent of the migrant graduates enter the armed forces. The armed forces offer opportunities such as instant employment, the G. I. Bill after completion of the prescribed tour of duty, and the possibility of travel to broaden one's concept of what life is about outside the barrios. Whether these graduates feel a sincere need to serve their country, or that this is one of the narrow opportunities available for these graduates, cannot be shown with these data. We do know that the migrant graduate does show the highest percentage of all population groups who enter the armed forces.

TABLE 18

FOLLOW-UP OF 1969-70 GRADUATES FOR 58 REGULAR MIGRANT SCHOOL DISTRICTS*

POPULATION GROUP	TOTAL GRADUATES	NUMBER OF GRADS WHO RECEIVED VOCATIONAL TRAINING AT SECONDARY LEVEL	NUMBER OF GRADS CONTINUING EDUCATION		NUMBER OF GRADS EMPLOYED		NUMBER OF GRADUATES ENTERING THE ARMED FORCES
			College	Training	Vocational Training Area	Other Areas	
Educationally Disadvantaged or Low Income	4,228	1,828	1,134	471	875	707	604
		43.2%	26.8%	11.1%	20.7%	16.7%	14.3%
Migrant	349	265	54	40	52	76	51
		75.9%	15.5%	11.5%	15.4%	21.8%	14.6%
General Elementary and Secondary	13,194	4,126	7,703	684	1,378	1,421	884
		31.3%	58.4%	5.2%	10.4%	10.8%	6.7%

*Not all schools reported migrant graduates; therefore, comparisons between population groups could not be accomplished.

According to the information reported by districts which provide services and activities for migrant children under ESEA; Title I, there was a large number of graduates who entered the job market from all population groups. Table 16 shows 57.0 percent of the migrants, 46.4 percent of the educationally deprived or low income and 34.2 percent of the general elementary and secondary received some type of vocational training at the secondary level. The data seem to indicate that these vocational training programs on the secondary level were not the type that would place a graduate in a job upon graduating from high school. For example, as shown in Table 16, 57.0 percent of the migrant population received some type of vocational training on the secondary level but only 12.5 percent were actually employed in an area allied with this training. The other population groups, in comparison with migrants, do not show the same discrepancy between the number receiving training and those employed. Only one population group, the educationally disadvantaged, had a larger percentage which were employed in an area allied with their secondary training in comparison with employment in "Other Areas."

Perhaps there are some logical explanations for the high percentage of migrant children who received vocational training at the secondary level and the low percentage who were actually employed in these fields. To start with, the way the data were reported could partially explain these figures. For example, a child could not be counted in the two categories of continuing education and employed. This could create a situation where a person, who entered

college or some other training, or the armed forces, might be using those vocational skills taught on the secondary level to work his way through college or other training, or he might be using vocational skills in special assignments in the armed forces.

In all probability, some of this does exist but, again, the way the data were requested, it could not be pulled out. The fact of the matter is that for actual placement in the world of work, these data do not show a high percentage of graduates who were employed in an area in which they had received training on the secondary level.

Since the migrant program on the secondary level was conducted in 32 school districts in FY 70, there is a larger number of migrant children who are exposed to vocational training programs on the secondary level, as compared with previous years. In the 1969 graduating class, 425 migrant children participated in some type of vocational training, as compared with 658 in the 1970 class.

If state program managers see a realistic technical and vocational curriculum as part of the services available for migrant children, then there seems to be a need for more in-depth study of what a district can provide in the form of placement services before more programs are approved and funds made available for expansion of the Texas Migrant Project on the secondary level.

CHILD MIGRANT PRESCHOOL PROGRAM

To help local education agencies meet the needs of migrant children, the State Board of Education, during 1967-68, made funds available for preschool classes during the regular school year while migrants were in Texas.

Because many school districts were already operating at full capacity, facilities for preschool units were not available. Texas Education Agency received approval from the U. S. Office of Education to enable certain local education agencies to construct facilities and implement 40 preschool units in the spring of 1968, making a total of 178 units for 1968-69. These programs served approximately 3,500 preschool five and six-year old migrant children. During the summer of 1969, twenty-nine additional units were funded. This provided for the 1969-70 school year a total of 207 units to serve approximately 4,000 eligible migrant children.

This year, in 62 districts, approximately 3,300 preschool students who were at least five years of age and under six years of age as of September 1, 1970, were served. The classes, which continued for a period of at least seven months, operated within a curriculum structured to provide for development of an adequate command of oral English, for cultural and educational enrichment, for concept development, and for experiences in perception. During 1967-68, Region I Education Service Center, Edinburg, Texas, under a grant from the U. S. Office of Education, Department of Health, Education,

and Welfare, began a curriculum revision project for first year non-English speaking pupils. With the permission of the California State Department of Education, the staff of Region I Education Service Center used as the core of their Curriculum a series of lessons initially labeled, Project H-200, and now known as Teaching English Early, this curriculum was developed at the University of California at Los Angeles and at the California State Department of Education, under a grant from the U. S. Office of Education. The kit, assembled for preschool migrant classes by Region I, under contract to Texas Education Agency, included the language lessons, a set of recorded language cards, pictures and objects for visual aids, drill games, and recordings of songs and stories in Spanish and in English. The supplementary materials are correlated with the language lessons to reinforce and expand the child's use of oral English and of Spanish in schools where there are bilingual teachers and/or aides.

In the 20 districts operating a seven-months program, $13,350 were allocated for each unit of the Migrant Preschool Program, based on 25 students per unit. The allocations were adjusted for teacher units earned through the Minimum Foundation Program, and the excess teachers were paid from ESEA, Title I, Migrant funds. Students involved in this plan had available clothing and health services, and every child received a free hot lunch and at least one snack every day.

An allocation of $350 per child was made for operating the Migrant Preschool Program in those districts participating in

the enrichment phase of the Texas Child Migrant Program. Children participating in this program were provided food, clothing, and health services according to need.

TEXAS SUMMER CHILD MIGRANT PROGRAM

Pupil Eligibility

For purposes of the summer program only, the definition of a migrant was as follows:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another since January 1, 1967 in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

Only students meeting this definition were enrolled in summer programs being operated with Title I Migrant Funds.

A total of 8,491 students in 39 school districts participated in the 1971 Summer Program. A comparison of the grade spans emphasized in the regular, seven-months, and summer migrant programs can be seen in Graph 7.

Summer Migrant Funding

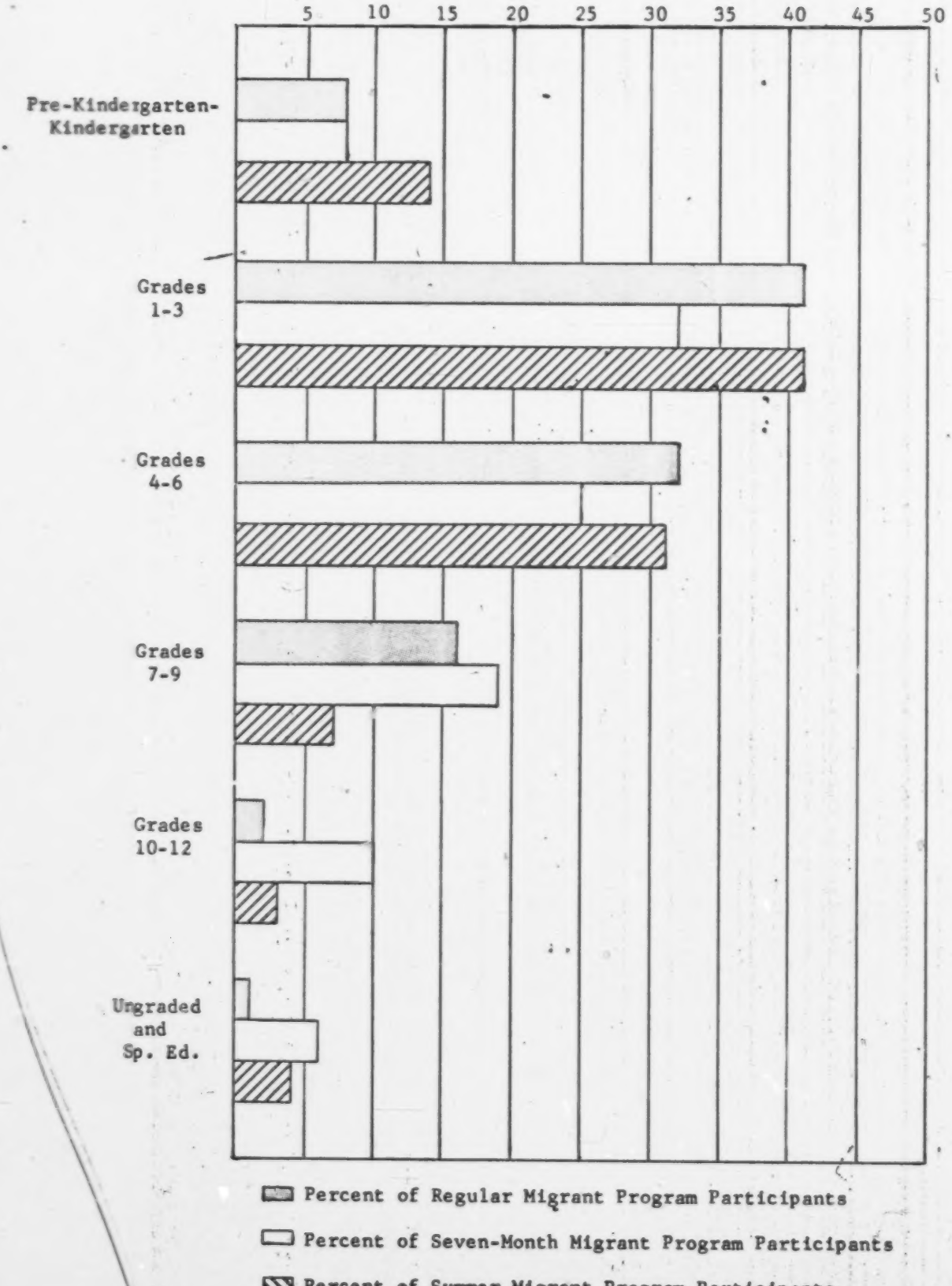
Funding for the summer program was on the basis of $190 per pupil enrolled as of the third day of the program.

Each classroom provided the following personnel and services:

> 1 teacher paid per the Local Education Agency monthly salary scale

GRAPH 7

PARTICIPATION BY GRADE SPAN



1 teacher aide paid per the Local Education Agency monthly salary scale

Instructional materials

Food: Breakfast, lunch, and snack

Salaries for food preparation and service based on the Local Education Agency salary scale for these services

Transportation (as needed)

Field trips

Operation of plant

Clothing

Attendance services

Health services

Fixed charges

Personnel

Outstanding teachers and aides who have had previous experience teaching migrant children were given top priority for employment in this program. The use of bilingual teachers was also encouraged. Four hundred sixty-seven teachers worked in the summer migrant program. A full-time teacher aide was provided for each professional conducting a teaching phase of the program. A total of 88 other professionals worked in the program providing administrative or ancillary services.

Due to the fact that this program was operated differently from the regular school program, a pre- and continuing in-service program was implemented. Table 19 on Staff Development exhibits some of the means used.

TABLE 19

SUMMER STAFF DEVELOPMENT INFORMATION

PERSONNEL	TOTAL NUMBER WHO RECEIVED TRAINING (unduplicated)	NUMBER WHO PARTICIPATED IN COMBINED TRAINING FOR TEACHERS AND AIDES	NUMBER OF PARTICIPANTS BY TYPES OF TRAINING RECEIVED							DOLLARS EXPENDED FROM ALL SOURCES
			Workshops	College Courses	Study Groups	Professional Meetings	Project Visitations	In-district Conferences	Observation & Critique	
Teachers	384	275	304	20	90	114	33	189	77	13,572
Aides	330	258	257	32	66	86	25	165	75	7,231
Consultants	2	2	2	1		1	1		1	150
Supervisors	8	7	7	1	3	2	1	4	3	1,964

The Summer Curriculum

The program was a significant departure from the program as operated during the regular school year. There was a move away from the traditional classroom and curriculum. The emphasis was placed on the development of language art skills, as this has been found to be the major area of weakness in migrant children. The daily schedule also included reading, social studies, science, health and hygiene, arts and crafts, mathematics, and recreation.

In order to attract students to the Summer Program, a strong arts and crafts program for both boys and girls was operated. A good recreation program, including swimming in some cases, was operated. Table 20 shows the number of students and districts offering these various areas of emphasis.

Class Organization

There were no more than 20 students per classroom and a minimum of 15 pupils per classroom, thus keeping the teacher-pupil ratio 1-20. Schools were encouraged to attain the maximum number of students per class rather than the minimum number.

The program was operated for pupils in grades preschool through eight, although a non-graded structure was used for class organization. Level of achievement and age were the two main factors considered when determining summer placement. A student's grade designation, as used during the regular school year, was not considered in determining his summer class placement.

TABLE 20

SUMMER PROGRAMS OPERATED BY
THE SCHOOL DISTRICTS

NUMBER OF DISTRICTS	NUMBER OF STUDENTS	PROGRAM
23	4,228	Non-Remedial English Language Arts
3	1,001	Non-Remedial Reading
6	2,065	Non-Remedial Math
3	683	Non-Remedial Social Studies
3	978	Non-Remedial Science
13	2,510	Remedial Language Arts
6	1,294	Remedial Reading
5	895	Remedial Math
3	662	Remedial Social Studies
18	4,387	Enrichment Experiences
12	2,686	Physical Education
1	8	Typing
1	1	Spanish
1	1	SEDL
3	334	Remedial Science

Since the program was not intended to be operated as a regular term classroom, emphasis was placed on a non-traditional classroom approach, with much use of individualized instruction and multisensory approaches. Each student participated in a minimum of two or more field trips during the program.

This program was structured toward the alleviation of student deficiencies and did not concentrate on "making-up" courses or classes failed during the previous school year.

In several schools, the principal and teaching staff developed a unit or theme during in-service prior to the summer school program which followed through all areas and grades of the summer program.

Length of Program

The program was operated for a period of eight weeks, beginning on or about June 1, 1971 and ending on or about July 30, 1971. The program offered 40 days of instruction, exclusive of holidays.

The school day was for the duration of six hours, including food periods. The breakfast period lasted for 30 minutes maximum and the lunch period for 45 minutes maximum.

Ancillary Services

Students enrolled in the program received breakfast, a hot lunch, and at least one snack per day. Clothing was provided for those students showing need. Swimming and physical education clothing was also purchased with these funds if needed. All students en-

rolled in this program were eligible to receive physical examinations and follow-up services as needed.

In those cases where distance from school and other factors made it necessary, transportation was provided for any child enrolled in the program.

The number of students served in various pupil personnel service areas can be seen in Table 21.

TABLE 21

SUMMER PUPIL PARTICIPATION IN PUPIL PERSONNEL SERVICE AREAS

GRADE SPAN	SOCIAL SERVICES	CLOTHING	TRANSPORTATION	FEES	GUIDANCE & COUNSELING	PSYCHOLOGICAL SERVICES
Pre Kinder-garten	45	122	178	133	26	
Kinder-garten	463	495	985	301	195	35
1 - 6	2,491	2,579	5,712	1,441	183	100
7 - 12	221	202	756	195	415	7
Ungraded El.& Sec.	167	935	942	628	96	8
Special Education	23	4	28	2	21	

GRADE SP'AN	FOOD			DENTAL		MEDICAL'	
	Breakfast	Snack	Lunch.	Screening	Referrals	Screening	Referrals
Pre Kinder-garten	178	178	178	136	18	131	36
Kinder-garten	817	853	1,000	544	124	531	115
1 - 6	4,843	4,703	6,826	2,809	794	2,382	324
7 - 12	389	346	748	234	64	146	16
Ungraded El.& Sec.	935	935	942	537	30	929	60
Special Education	30	23	30	18	7	18	5